

SUNDAY-SCHOOL
AND
VILLAGE LIBRARIES

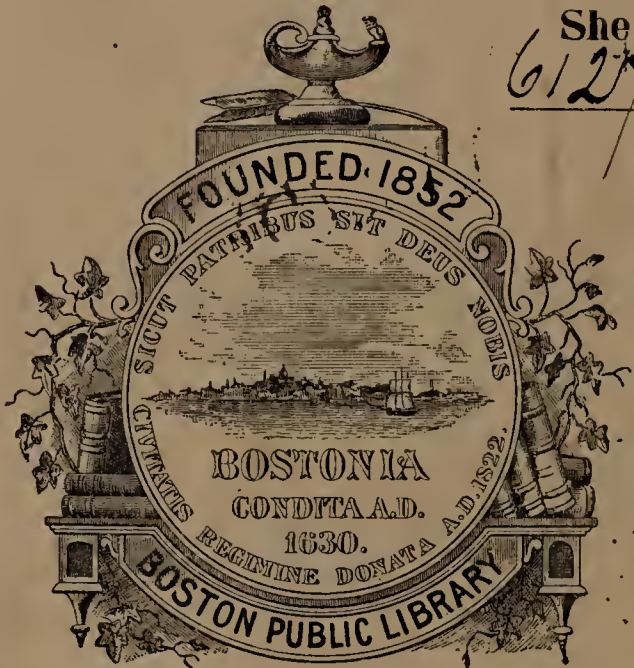
THOMAS GREENWOOD

GUSTAV E. STECHERT
810 Broadway
NEW-YORK.

JUN 27 1852

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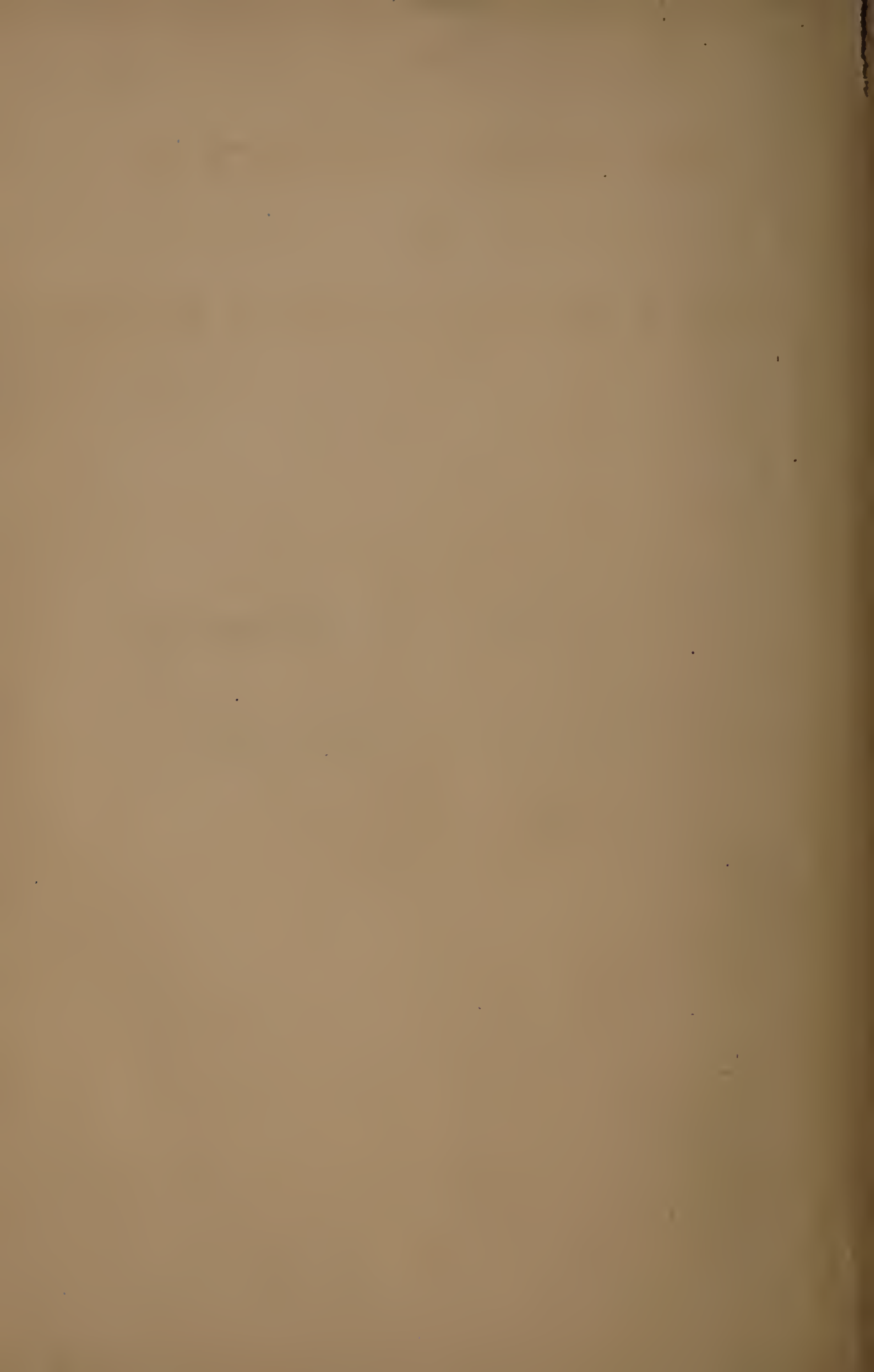


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SUNDAY-SCHOOL
AND
VILLAGE LIBRARIES.



SUNDAY-SCHOOL AND VILLAGE LIBRARIES

6127.56

*With a List of suitable Books, and Hints on
Management.*

BY

THOMAS GREENWOOD,

Author of "Public Libraries" and "Museums and Art Galleries," &c.

WILLIAM CLARKE & CO.,
PRINTERS, 15, N. BROADWAY, N.Y.

NEW YORK: 1892.

WILLIAM CLARKE & CO.,
PRINTERS, 15, N. BROADWAY, N.Y.

London:

JAMES CLARKE & CO., 13 & 14, FLEET STREET.

1892.

✓

GOLD MEDALS—
ANTWERP, COLOGNE, AMSTERDAM, BRUSSELS, THE HAGUE, DUBLIN, &c.

AWARDS AND APPOINTMENTS TO DATE—
DIPLOMA D'HONNEUR, AT ROSENDAEL.
DIPLOMA ROYAL NAVAL EXHIBITION.

SOLE CONTRACTORS TO

MIDLAND RAILWAY CO.,

“VENICE IN LONDON,” 1892,

PENINSULAR & ORIENTAL STEAMSHIP NAVIGATION CO.,

Messrs. DONALD CURRIE & CO., CUNARD LINE,

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B. H.
June 2. 1894
7

PREFACE.

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It has been necessary to keep this book within certain limits as to size, and this will explain why some of the points advanced have not received fuller attention. The subject upon which it treats is new, so far as literature in book form is concerned. Sunday School and Village Libraries are passing through a stage of transition, and it is hoped that this little treatise will stimulate a wider interest in the question. The villages of our country are in a sad plight with regard to the provision of books, freely accessible to the people, irrespective of creed or politics. If the Press, that vast and powerful element in our English life, can see its way to arouse public attention to the subject, great practical good is sure to be the outcome. The argument advanced is that the villages can only be served with books and reading-rooms on the same lines as the towns, and that is, by the libraries being under the control of the local governing body. The rate allowed by the Public Libraries Acts of a penny in the pound is not sufficient for the purpose of establishing and main-

taining these libraries in sparsely-populated districts, where the penny has to be calculated on a limited income. The remedy proposed is that of a small Government grant, available through similar channels as the grants to Science and Art Classes and for other educational purposes. If the present effort tends to some elucidation of the matter my purpose will have been gained.

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## SUNDAY-SCHOOL LIBRARIES.



It is a widely-recognised truth that many of the leading movements which have revolutionised society first began in some little upper-room. Commencing in a cottage, if not actually in an upper-room, the Sunday-school movement has spread its ramifications throughout the civilised world. As well as imparting religious instruction, nearly all these early schools had to undertake the task of giving elementary education. The only education which thousands of those who belonged to the last generation received was in the village Sunday-school, and the same may be said of a very large number of the elder ones of the present day. A similar order of nature presented itself in the childhood of the Sunday-school movement that is seen at the present time. No sooner had the children learned to read than the necessity of providing them with something to read became clear, and in the early years of the present century many little collections of books had been acquired in the Sunday-schools of the larger towns, and these books were lent out for home-reading. The books and the indifferently-produced magazines, viewed in the light of the literature of the present day, may have been of the most trivial character both in regard to quantity and quality; but the fact remains that in this small beginning there lay the germ of the great public library movement which is destined to weave a network of these institutions throughout the length and breadth of the country. There were in the palmy days of some of the Roman

Emperors, and even before the golden age of Greece, collections of manuscripts and books—now unfortunately lost to us—which were open free for reference to the student or the curious. But the principle of free-lending for home-reading was new, and when once launched it carried within itself vast and far-reaching possibilities for the elevation and uplifting of the people. Like all great movements which have gone to the heart of the well-being of the people, the progress in the infancy of this new development was slow, and for thirty-six years after the passing of the Public Libraries Act of 1850 the number of these institutions was insignificant. It may thus be the proud boast of Sunday-schools that they were, with the older parochial libraries, the cradle of a new life in the history of books and reading, the end and limit of which no one can foresee.

Our national life is a very complex mosaic, and it is well for us that sight should not be lost of the earlier settings of the mosaic. The man who slays, whether it be in a just or an unjust cause, is commemorated in marble, but the man who helps to build up a movement touching the roots of national progress is far too often forgotten. The names of those who started the little lending libraries are lost, for it is patent that it was some years after Robert Raikes had gone to rest, and all that can now be done is to scatter in imagination a handful of flowers to the memory of the thoughtful heads and kind hearts who first out of their own limited stock of books lent to the children so that they might have books to read at home, and to read aloud to father and mother, as was very frequently done. These formed in many cases the nucleus of the more extended number. What the development of the Public Library movement will be during the next twenty-five or fifty years cannot now be told; but the beginning of unrestricted lending for home-reading is to a great extent an outcome of the Sunday-school movement, and all honour is therefore due to it for this worthy parentage of a worthy child.

Sunday-school libraries, as well as the Sunday-schools, have now reached a crisis in their history, and whethe

they will still maintain their hold upon the young, and continue to march abreast with the spirit of the age, very largely depends upon the light in which they are viewed, and the use made of great possibilities which lie before them. The Elementary Education Act of 1870, and what is known as, but not accurately designated, the Free Education Act of 1891, have altered by the force of circumstances the needs and surroundings of our Sunday-schools. There is no longer any necessity for them to take the place of the schoolmaster, and unless they become educational in the higher sense they may lose their hold upon the affectionate regard which the children and young people most assuredly have cherished, and still cherish, for these schools, within the walls of which they gather each Sunday.

The present purpose is to inquire whether one department of Sunday-school work can be improved and lifted to a higher plane more in keeping with the progressive character of the times in which we live. The mere statement that some million or so of books must be in constant circulation from the Sunday-school libraries of the country is of itself significant, and illustrates at once the vast field there is for future development. But too many of these libraries and their collections of books are sadly in need of attention. The book-cases are in numerous instances placed against damp walls in dark and out-of-the-way corners, without any ventilation being able to get to the books, except when the doors are opened for a weekly or fortnightly exchange. The books are only too often the same which have been in circulation through one or two generations, with little replenishing in the way of new additions, and owing to the lack of air and light in their storage, many are mildewed and musty, and a borrower must at times be mentally very hungry if he is equal to the task of handling and reading them. From filling a secondary place in the school it is desirable to see the library—with its twin brother, a school museum, to which attention will be called later—occupying a very first place, around which there may gather a new interest, especially for those in the elder classes. It is in this spirit that the question will be

discussed, and with no wish to dictate, but rather to aid fellow-teachers in weaving silken cords around those whose faces are chiefly seen on one special day of the week, so that there may be a stronger link between the school and its scholars.

#### LIBRARY COMMITTEES.

The first essential is that the library sub-committee shall be composed of teachers of both sexes who are in earnest touch with the needs of these libraries, and imbued with the sense of the high position of the place they may fill or what they may become. Such committee should consist of only a limited number, but of those who will give time and thought to the work. There should be on it two or four from the elder classes, and the meetings should be at regular intervals. At present in many schools there is no such committee, the librarian or librarians being the only officials immediately representing the library. The committee should have practically the entire control of the library, subject, of course, to the usual ratification of their report at the annual general meeting. But the selection and purchase of books, binding and other details, which would naturally come under their charge, should be left entirely to their administration. If these libraries are to be made what they should be there ought to be no narrow and grudging spirit as to how the library affairs are to be managed, and it is precisely a freedom from such interference as this that is very desirable. In a few school libraries an earnest and energetic librarian, whose heart has been thoroughly in the work, has, within a short time where a free hand has been given, revolutionised the library, and trebled or quadrupled its issues.

#### SMALL CHARGES TO BORROWERS.

A distinct and definite system in the lending of the books is needful. By that is meant a small charge, say of a halfpenny or a penny for a borrower's card, which shall be renewed once a year on a given date for the



whole of the borrowers. Further, that there shall be a fine of a halfpenny or a penny per week for books not renewed after the expiration of the fourteen days allowed for reading. This may appear a drastic change, but it is one of the first alterations suggested. These trifling charges cannot, except in occasional instances, be looked upon as a burden, and in those instances which may arise there will surely be a way of meeting the difficulty. Children and young people, as well as their seniors, value that for which they pay, more than they value an absolutely free gift. The seat of sensitiveness all the world over is the trousers or dress pocket, and it is claimed that these simple fees will be the means of creating an enhanced interest and greater care being taken with the books. By an annual renewal of tickets it affords, say, a fortnight for a general calling in of all the books and a revision of the borrowers' addresses. It is no exaggeration to say that hundreds of books, in the aggregate, are lost from these libraries every year because there is no proper system of stock-taking. The small fine for overdue volumes is vital, and there is no doubt that this has a magic influence on the prompt return of the books. Another reason why both these charges should be instituted is that an income, however trifling in itself, may be made for the library. There are always small expenses, such as binding, printing, borrowers' cards, and other outgoings which have to be met, and it is unfair that these should fall upon the general funds of the school. In the case of some mission schools in very poor districts it might not be wise to establish these charges, but that should be a matter for the individual committee to decide.

#### THE TASK OF SELECTING THE BOOKS,

whether for the formation of a new library or for additions from time to time, is a most important one. It is urged that a broad and liberal view should be taken of what books are suitable for young people to read. The writer has watched with interest and curiosity the effect on several Sunday-school libraries, where a judicious

selection of good English fiction has been introduced as a means of reviving a declining library. Those libraries have, as if by magic, received an impetus in their issues which has been simply surprising, and the result has more than justified the step. It is not argued that works of fiction should be indiscriminately added to the library, but it is argued that the educating and elevating influence of our classic English fiction is so great that in this reading age not one of these libraries should be considered complete without some works of this nature on their shelves. Young people will read fiction, known or unknown to their parents, and it is best to recognise this fact and deal with it accordingly. The writer's view which has been strengthened with years, is that by placing within the reach of young people the best fiction which is obtainable, the probabilities are that a taste for what is good is imperceptibly formed in the mind, and that the fiction falling below that level is not relished. A case in point, and one well known to the present narrator, may be useful. A lad belonging to a mission school was a voracious reader of the penny-dreadful class of stuff which is issued by the cart-load from the courts and alleys situated in the neighbourhood of Fleet-street. All the advice of his teacher to leave alone such rubbish was utterly fruitless until a copy of "Westward Ho!" was placed in his hand, and the lad was told that after he had read the book it should become his own. Charles Kingsley's masterpiece was read chiefly by the light of shop windows, and such other light as the lad could get near, and when he had read the whole of it the verdict was that he did not know such a book had ever been written. There was no more gutter rubbish after that, and the taste for the wonderful adventures of cheap bravadoes had disappeared as completely as the great auk. The book was a new revelation to the lad, and to-day he fills an important post in a large City printing office. His reading since then has covered Carlyle, Ruskin, and a fund of history which would place many a teacher in the shade. The experience is not exceptional. Where is the lover of books who does not cherish in his mind some book or books, the reading of

which gave him a new interest in life, and opened up to him hidden treasures, the very existence of which he had never learned? It is necessary to look at this question from the standpoint of the young people themselves. They have been taught to read, and it is a crime not to place something within their reach to read. If that which is good and helpful is not accessible, they will assuredly provide themselves with what may be baneful and morally injurious. The time of young people might very often be far worse employed than in reading a good English novel. It is further asserted, after the most careful observation of the working of the juvenile sections of public libraries, that young people who begin by taking out fiction invariably drift into reading the more solid works of literature. This is unquestionably true, and it should bring comfort to the minds of those who have been disposed to look with dismay upon the introduction of some good English fiction into these libraries. The introduction of the "Boy's Own Paper" and the "Girl's Own Paper" started a new era in the class of literature read by boys and girls, and the nation owes a debt of gratitude to the society which gave them birth. If this was a good thing with regard to serial literature it may surely be a good thing with regard to works of a more extended and more ambitious nature. There is about our choice English fiction a power to quicken the loftier parts of our nature and an influence tending in the direction of subduing the harsher feelings. True manliness and true womanliness are encouraged, and many a powerful sermon can be pointed out as forming the basis of a novel. Young people should be given credit for knowing more about what is passing in the world than is usually the case. The youth of to-day are the adult citizens of to-morrow, and the cheap newspapers take good care that the ills of life shall be trumpeted from the house-tops. In the counteracting of the pernicious effects which the halfpenny and penny novels may have the wholesome and good in English fiction should unquestionably have its place. Our very good friends who have never read a novel and have no wish to go through the experience of reading one, are

worthy of every respect, but it is not unfair to ask what are the books they do read, and with what class of literature is their mental appetite satisfied? Side by side with good fiction there should be an abundance of works of light and elementary science; books of travel, history and natural history. The choice for these sections is so unlimited that it is simply bewildering.

Far be it from the writer to suggest that books should be added to the shelves without due discrimination. Each book should be carefully considered. It is one thing to read a book for one's own pleasure and find it interesting and innocent; but it is another thing to weigh it carefully and decide whether it would be safe and wise to place it before young people as a model, either in the teaching and conclusions of that particular book or in its literary style. If the book is healthful and truthful, and its general contents tend in the direction of imparting good, wholesome lessons, and lead to character building, it must be safe to have such a book in the library. The fostering of the moral and intellectual nature of the readers are the main objects to keep in view. Without being unduly severe, it may be said that many of the story-books at present in circulation in these libraries, and written from a professedly religious standpoint, have frequently an influence on the mind which may be the very reverse of that intended by the author. They are written from the point of view of an old theology that may be acceptable to a few choice spirits, but they are scarcely helpful in the building up of the truest form of sterling manliness and womanliness. It is often not the books in which the name of the Almighty appears profusely on every page where the best and safest views of God are inculcated. Pinchbeck piety is a cheap commodity, and is certainly fed by some of the books which are issued by several societies. Evidence is not wanting that there is spreading abroad a religion of the playground, which stands the fire of those trying years when budding manhood and womanhood takes the place of early youth, and which softens the sympathies towards the oppressed and the wronged, and fills the individual life with a

sweetness that cannot fail to be useful for all the years that follow. These are the natures which are widened and strengthened by records of simple nobility in the common walks of life, and by everything that makes for the drawing out of the Christlike within the soul. It is time that the literature which possesses these qualities—and yet may not be written from a religious standpoint, but which is pervaded by a spirit of earnestness and truth—had a fair chance to fulfil its mission by being placed on the shelves of Sunday-school libraries. Our existence is a perpetual enigma. The great main river of each life is fed by innumerable streams and rivulets, and these in turn may be set in motion from a variety of sources. A book of science, a faithful biographical sketch, a work on one of the many branches of natural history, a good novel in which the mirror is held up to nature. These equally with many other avenues may beneficially contribute to the span which is compassed by the allotted threescore years and ten. This very complexity of life makes it unnatural when the young mind is cramped, cabined, and confined within a narrow and limited groove. Mother nature sooner or later rebels at this, and the revulsion is at times disastrous to the mental and moral health. Let the robust, the good and the true in literature, be placed within reach, and there is nothing to fear as to the result. One of the most powerful sermons ever preached is to be found in George Eliot's "Silas Marner," and the same may be said of Edna Lyall's "Donovan." Among the most perfect biographical studies in the English language are Mr. John Morley's "Diderot," or those found in his "Critical Miscellanies," and Mr. Frederic Harrison's "Cromwell." Mr. Herbert Spencer's book on "Education" is one of the most thoughtful sketches upon this much discussed topic which has appeared. It will perhaps be said that the last-named books would not be read if they were in a Sunday-school or village library. The impression is that they would be read by the elder scholars and the teachers, the former of whom cannot be helped too soon to form that love and passion for books which

when once gained is never lost. It is the catholicity in the supply that is being advocated, and the demand will be sure to follow. A beautiful thought is expressed by Ruskin in his "Sesame and Lilies" about turning a girl loose into the old library every wet day, and letting her alone. "She will," he says, "find what is good for her; you cannot." The plea is that the best in all sections of literature may be available in these libraries, and the issue may be left to take care of itself.

#### PURCHASING BOOKS.

Library committees are usually at their wits' end how to make a few pounds go as far as possible in the purchase of books. At present the main sources of supply are the Sunday-School Union, the Religious Tract Society, and the Society for the Promotion of Christian Knowledge. A marked improvement has taken place in many of the books published by the two former societies during recent years. But notwithstanding this, quantity is only too often sacrificed to quality, and the possibility of buying books at a third or a half of the published price is an irresistible bait to many schools. This is all very well, but it is not advisable to see the shelves of Sunday-school libraries filled to overflowing with literature supplied by means of cheap grants. The danger of this is great, and Sunday-school committees will do well to guard against it. Sunday-school libraries, equally with the Public Libraries under the Acts, are, it is maintained, wholesale buyers, and as such, it is not asking too much that they should be placed on the best wholesale terms. This means that they should be able to get a discount of  $33\frac{1}{3}$  per cent. or one-third off the published prices from all new books. A very material addition would thus be given to the purchasing value of the money at the disposal of the committee. It is suggested that the nearest large bookseller to the individual school should be applied to for these terms, but failing his being able to give them, for cash, the committee should place themselves in communication with the librarian of the nearest Public Library under the Acts, and solicit

his assistance in the securing of these terms. It will only be an occasional instance where these public servants will grudgingly withhold their aid and advice. There are, again, many cases where books could be purchased secondhand, and thus a material saving would be effected. From the prices usually given in the catalogues of secondhand booksellers a discount of ten per cent. should be obtained. The carrying out of these two hints should produce a satisfactory increase in the number of books at present available in many of these libraries.

All the books should be stamped with an india-rubber stamp, bearing the name of the library, on the title-page and on occasional pages throughout the book.

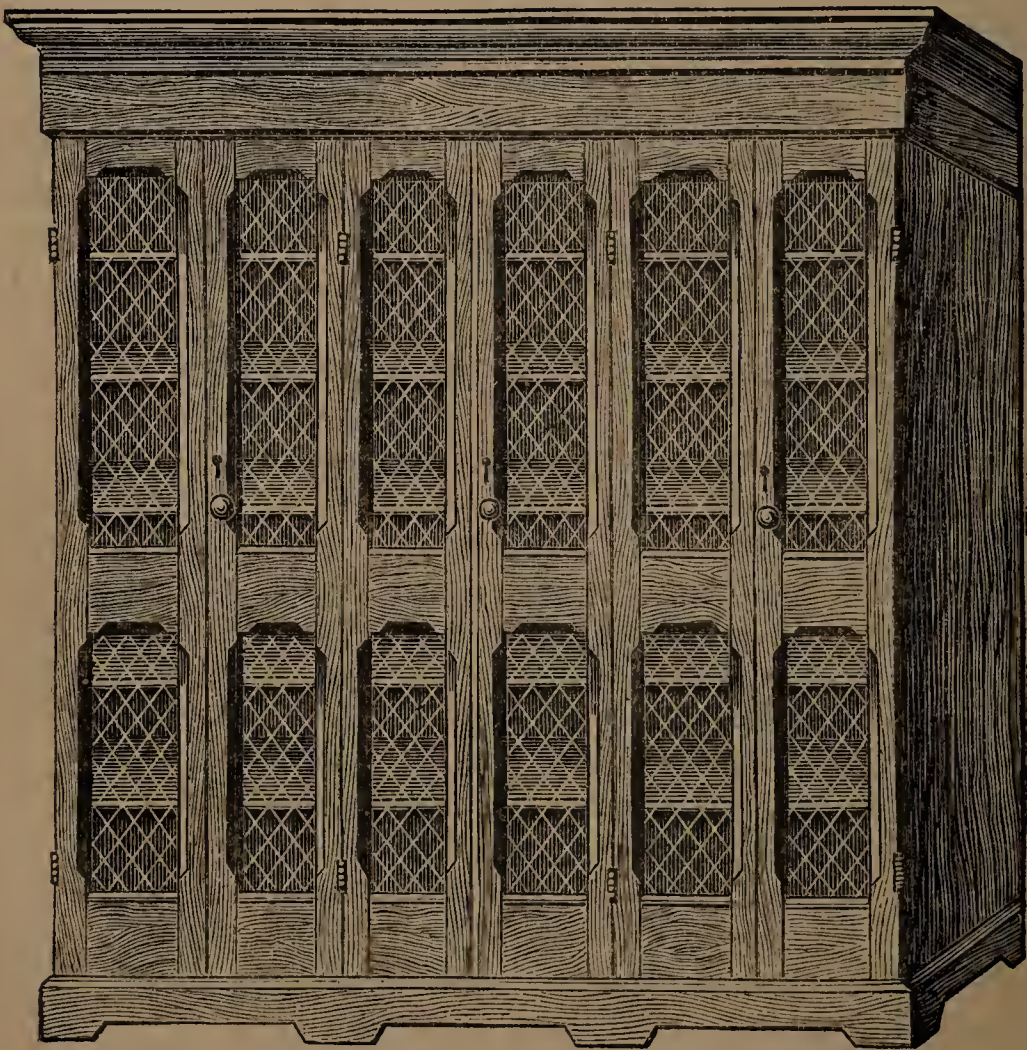
#### FUNDS.

Sunday-school libraries have hitherto been far too dependent on chance scraps from the school funds. The major part of annual collections on behalf of the school usually goes in paint, decoration, and bricks and mortar. All this is very essential, but it is earnestly pleaded on behalf of these libraries that at least five pounds every year shall, from some source, be provided for the purchase of new books. It is only by the annual additions of new books that a lively interest can be maintained. How much, again, could some large town congregations aid their less fortunate brethren in the villages by an annual collection for the express purpose of aiding the Sunday-school libraries of the villages in their own county. Far-reaching utility would go out with such an object, and collections are often made for movements having far less claim upon the town churches than this now advocated. A drawing closer together of the town and village churches is imperative if the aims and teachings of our glorious Nonconformity are to become imbedded in the minds of the rising generation, and here is one method ready at hand which would go a long way towards accomplishing this desirable end. The influence of good books is perennial, and having their origin in the town congregation, the supply of such books

might bring a new intellectual life to the villages, the end and limit of which might never be reached. The proverbial sending round of the hat finds a large place in all churches, but it would relieve the monotony of the request to ask for books instead of money. State plainly that the waste and unused volumes from the domestic book-shelves are not wanted, but that there are capacious blanks in the shelves of the school library waiting to be filled with a set of the works of a certain author or authors.

### BOOK-CASES.

As mentioned in the opening remarks of this little book, the book-cases are usually placed against damp



WALL BOOK-CASE.



walls, without air being able to get to the books. Wire netting should occupy the centre of the panels, and the shelves should be about one inch in thickness. If placed on strong castors or small iron wheels the case could be easily moved from place to place. The size of the one shown in the sketch, which has been specially designed by Messrs. Wake & Dean, 111, London-road, London, S.E., is as follows: Height, 6 feet; length, 9 feet; depth, 11 inches; movable shelves, and the whole made in deal, varnished. Where book-cases already exist it would not be expensive to have wire netting taking the place of the centre wood in the panels, and boarding placed at the back—not close to the wall—in order to keep the damp from the books. Such a case as the one illustrated would hold about 630 books.



SHUTTER WITH WIRE MESH.

Another press suitable for small libraries is the one

illustrated below. This is a double book-case, with shelves on both sides, and will hold 210 books on each side. There is a thin partition between the two sets of



DOUBLE-SIDED BOOK PRESS.

shelves, and the case should stand at right angles to a wall between two windows. It should be panelled at both ends, and provision made for sliding or hooked shutters. Preference should be given to the latter, as indicated in the sketch, and by means of padlocks the whole would be quite safe when the library is not in use. Movable rather than fixed shelves are suggested, and Tonks' fittings are the most suitable for this purpose. The shutter has no glass, but wire mesh, and the entire cost of such a case as this would be between £6 and £7. Where space is limited the press could, by means of castors, when not in use, be placed between two windows.

Wherever practicable it should be possible for the young people to see the books through the wire mesh. If the book-cases are in out-of-the-way corners of class-rooms and have wooden doors this cannot be done. The very sight of the backs of books, with their attractive titles and bindings, creates a desire for further acquaintance with the contents of the books.

STOCK BOOK.

A stock-book is rarely ever kept at present in small libraries, and this is a serious omission. No library, however small, should be considered complete without

STOCK BOOK OF THE SUNDAY-SCHOOL LIBRARY.

| DATE OF RECEIPT. | AUTHOR.          | TITLE.                 | CLASS. | No. | Vols. | PLACE OF PUBLICATION. | DONOR OR VENDOR. | PRICE IF PURCHASED. | REMARKS. |
|------------------|------------------|------------------------|--------|-----|-------|-----------------------|------------------|---------------------|----------|
| 1891.            |                  |                        |        |     |       |                       |                  | £ s. d.             |          |
| Jan. 10...       | Dickens, Charles | Pickwick Papers.....   | F      | 502 | 1     | Oxford .....          | Chapman & Hall   | 0 3 0               |          |
| 15               | Hughes, T.....   | Tom Brown's Schooldays | F      | 503 | 1     | London.....           | Author .....     |                     |          |

a stock-book kept carefully up to date. For such a book the ruling on preceding page is suggested.

#### CLASSIFICATION.

For village and other libraries where it is desired to classify the books and keep a record of the number of books issued in each class, a simple plan would be to confine the divisions of the classes to five.

- A. Theology, Church History, Law, Economics.
- B. History, Travel, Biography.
- C. Arts, Sciences.
- D. Fiction, Poetry, Drama.
- E. Miscellaneous.

For recording the daily issues as below :—

| Date.<br>1892. | A | B  | C | D  | E | Total. | Average. |
|----------------|---|----|---|----|---|--------|----------|
| August         |   |    |   |    |   |        |          |
| 1              | 1 | 6  | 3 | 20 | 5 | 35     |          |
| 3              | 3 | 10 | 5 | 15 | 7 | 40     |          |

It is much to be hoped that some publishing firm will endeavour to produce and issue at a reasonable price such record and other books as those now suggested. From a commercial point of view the speculation is better than at first sight it may appear. Perhaps the Sunday-School Union will be able to entertain this matter. Such an organisation could also perform a very useful service by arranging to exchange batches of books for these libraries. Many a library would be greatly helped by one-half its books, which had been well read, being taken away, and a new set being received to take their place.

#### CATALOGUES.

The best and most simple style of Catalogue for a village or Sunday-school library is that arranged in a single alphabet of author's names, with title entries

when needful, and references from the principal subjects. The ordinary reader usually wants to know as quickly as possible what books the library possesses by a certain author, or if it has a book with a certain title, or on a given subject. This information is best supplied by a catalogue which gives all these particulars in one alphabet, like a dictionary. By the help of a few short rules, and a specimen, it is hoped to convey briefly as much instruction as will enable any one to compile a simple catalogue. Before doing so, however, it will be well to explain how to set about the work. A number of slips should be prepared, measuring 1 inch by 6 inches, cut from cheap writing paper, and provide a locked drawer, or covered box, in which they can be safely kept when written. This is the chief material, except writing tools, patience, and intelligence, especially the two latter. The books to be catalogued may then be attacked. Take the first book to be dealt with and turn to its title-page, and from it copy the author's surname on to the upper left-hand corner of a slip, and add the Christian name in full, or only the initial, within parenthesis. Next, copy the title immediately after, but only include as much of it as will sufficiently indicate the character of the book. Then add the class-letter, if the books are divided into classes, and number—previously written on the back of the title-page, as explained under numbering and shelving. The slip will then appear like this :—

Balfour (J. H.), Manual of Botany ... .. C 901

Then take another slip, and on it write the subject-word in the same corner, and after it the author's name, thus :

Botany. *See* Balfour (J. H.).

If the book has no particular subject, as in the case of a work of fiction, make a title-slip in the same manner, disregarding the articles a, an, or the, and using the next word, with which to begin :

Pilgrim's Progress, by Bunyan [*not* The Pilgrim's Progress, by Bunyan]; or,  
Crystal Hunters, by Fenn [*not* The Crystal Hunters, by Fenn].

Certain other books require three slips, as in the case

of Scott's *Tales of a Grandfather*, which appears in the specimen at Scott (author), Scotland (subject), and *Tales* (title). Title-slips should never be written under *Manual*, *Elements*, or *History*, for such works as a *Manual of Botany*, *Elements of Logic*, *History of England*, because at the subject-words *Botany*, *Logic*, and *England* the books are sufficiently catalogued. Of course, if any book has some distinctive title which does not indicate the subject, such as "*Tales of a Grandfather*," or "*Glaucus*," by Kingsley, it is best to write slips for it under the title as well as under the ascertained subject-word, because many readers will carry striking titles in their minds when authors and subjects alike are forgotten. When slips have been written for all the books, the slips should be sorted out into heaps, under the leading letter of each first word on a slip. This will bring together all the authors, subjects, and titles beginning A, B, C, and so on. Tie each bundle carefully up, and then take A and arrange it in strict alphabetical order, mixing authors, titles, and subjects just as they come: Abbott (T.), Adams (W. D.), Africa, Anderson (Jas.), *Arabian Nights*, Ashton (J.), &c. When this has been done it will be found that there are, perhaps, six slips for one author and six for one subject. The author's slips should be arranged in alphabetical order of titles, and all the repeated authors' names, save the first, scored through, and marked with a dash above or under, as at Blackwood and Scott, in the specimen. The same must be done with subjects; but in a catalogue of this kind it is often more convenient to simply copy all the authors' names on to a fresh slip in alphabetical order, as—Africa. See Anderson (J. S.), Baker (Sir S.), Livingstone (D.). The slips of each letter of the alphabet, as arranged, should be pasted down in order on pieces of old newspaper or foolscap, cut to a size about 7 by 15 inches. A simple method of doing this is to make the paste thin with a little water, and spread some of it over an unframed ordinary school slate about 12 by 7 inches. Three or four of the slips to be mounted should then be laid face up on it and slightly pressed, then lifted in order, and put down on the prepared pieces of

newspaper across the narrower width. Renew the paste as used, and when the slips are all mounted the leaves should be numbered, and the result will be an alphabetical catalogue of authors, subjects, and titles ready for the printer. A catalogue of 2,000 volumes in this style—printed in long primer, full measure, fifty lines to a page—will run to about seventy pages, and cost for 1,000 copies, including paper and wrapper, about £24, estimated at London prices. If a mere list of authors' names and titles is made the pages would not exceed thirty-six, nor the price £14. Catalogues in double columns cost about the same, any saving on the paper being made up in the additional charge for the heavy pages of printing. An author-list of 500 entries could be printed for about £4 for 1,000 copies, and one of 1,000 entries should cost about £8. A combined author, subject, and title catalogue, as above, for 500 volumes, should cost not less than £6 per 1,000 copies, and for 1,000 volumes about double. It should be noted that 1,000 volumes by no means indicate 1,000 author entries, because many books are in several volumes, and so the number of entries is reduced. Then again, every book, though entered twice, only receives the briefest possible entry at subjects, and title entries are only required for certain works, so that in a library of 2,000 volumes allowance need only be made for 2,800 lines instead of 4,000, as would be the result if every volume was entered twice. To cover expenses the full catalogues of 2,000 volumes would have to be sold at sixpence, and the author-list at fourpence. Catalogues of 1,000 entries should sell at twopence, and those of 500 entries, say, at one penny.

The following simple rules should be observed :—

1. Give the date of publication, from the bottom of the title-page, of all books on Science and Travel.
2. Repeat the names of different authors bearing the same names :—

Scott (Michael), Tom Cringle's Log.

Scott (Sir Walter), Ivanhoe.

*not*

Scott (Michael).

—— (Sir Walter).

3. Indicate large omissions from the entries of titles by three dots, so . . . :—  
Costa (J.) . . . Inquisition in Spain ... A 942  
*instead of*  
Costa (J.), The Awful and Terrible Disclosures of the Inquisition in Spain... A 942
4. Omit the sizes of books and their places of publication.
5. In making the copy for the printer be careful to indicate the kinds of type required, so:—a single line under a word denotes *italics*; a double line denotes small CAPITALS; three lines denote large CAPITALS.
6. Consult "Greenwood's Public Libraries" (Cassell and Co.), 4th edition, page 405, &c., and "Library Appliances" (Stott), by Mr. James D. Brown, for further and more advanced information.

## SPECIMEN.

|    |                                                              |        |         |
|----|--------------------------------------------------------------|--------|---------|
| 1  | BALFOUR (J. H.), Manual of Botany. 1891                      | ...    | C 901   |
| 2  | BLACKMORE (R. D.), Lorna Doone                               | ... .. | D 632   |
| 3  | — Springhaven                                                | ... .. | D 531   |
| 4  | BOTANY. See Balfour (J. H.), Hooker (J. D.), Oliver, Prantl. |        |         |
| 5  | CARLYLE, (T.), French Revolution                             | ... .. | B 50    |
| 6  | ENGLAND. See Macaulay (Lord), Taine (H.), White (W.)         |        |         |
| 7  | FRANCE. See Carlyle (T.), Guizot, Thiers.                    |        |         |
| 8  | HOOKEER (SIR J. D.), Botany. 1875                            | ... .. | C 42    |
| 9  | HUXLEY (T. H.), Elementary Physiology. 1883                  | ... .. | C 90    |
| 10 | IVANHOE, by Scott                                            | ... .. | D 101   |
| 11 | KINGSLEY (C.), Westward Ho!                                  | ... .. | D 501   |
| 12 | LORNA DOONE, by Blackmore                                    | ... .. | D 632   |
| 13 | MACAULAY (LORD), History of England. [1685-1701]. 2v.        | ... .. | B 23-24 |
| 14 | MOTHS. See Wood (J. G.)                                      |        |         |
| 15 | PHYSIOLOGY. See Huxley (T. H.), Miller (Mrs.)                |        |         |
| 16 | SCOTLAND. See Scott (Sir W.), Wilson (J. M.)                 |        |         |
| 17 | SCOTT (SIR W.), Ivanhoe                                      | ... .. | D 101   |
| 18 | — Tales of a Grandfather. [History of Scotland]              | ... .. | B 61    |
| 19 | SPRINGHAVEN, by Blackmore                                    | ... .. | D 531   |
| 20 | TALES OF A GRANDFATHER, by Scott                             | ... .. | B 61    |
| 21 | WESTWARD HO! by Kingsley                                     | ... .. | D 501   |
| 22 | WOOD (J. G.), British Moths. 1865                            | ... .. | C 35    |

NOTES.—Nos. 1, 2, 3, 5, 8, 9, 11, 13, 17, 18 and 22 are Author entries.

— 4, 6, 7, 14, 15, 16 are Subject entries.

— 10, 12, 19, 20 and 21 are Title entries.

Wherever possible keep the entries down to a single line of print. In a demy 8vo ( $8\frac{1}{2} \times 5\frac{1}{2}$  inches) page about 53 long primer letters go to a line.



## NUMBERING AND SHELVING OF BOOKS.

Although it is not absolutely necessary to number the books in a library, there are certain advantages arising from such a plan which make its consideration advisable. In the first place, when a number is applied to a book it provides a quick and convenient means of referring to it without quoting either author or title. In the second place, the number is the handiest guide to the place of a book on the shelf, and is a very ready reference to the history of the volume as contained in the Stock Book, elsewhere described. In short, when a book is numbered the number stands for the book in every important operation connected with charging it to the account of a borrower, and for all other purposes of registration. There is no hesitation, therefore, in advising that the books in small libraries be treated according to the methods used in the large public libraries of the country. Suppose, then, that fifty books have been purchased with which to start a library, and suppose that a priced invoice accompanies the parcel. The first book on the invoice is taken, and when its class has been ascertained it is numbered 1, and then entered at the beginning of the Stock Book, of which a ruling has been given, after the class-letter and number have been written on the back of the title-page. Carry the number, but not the class, also against the name of the book on the invoice. Next take one of the book-cards mentioned in the description of the charging system and write on it in proper order the author, title, and number, the shelf being added when the place of the work has been fixed. Treat all the books in the parcel in the same way, giving a new consecutive number to each volume. The next new book, of course, receives the next number to that given to the last one entered in the Stock Book. Books received by donation are treated exactly the same, save that they ought to be entered in a separate book called a Donation Book, in which should be preserved the name of the donor and the titles and authors of the books presented. Against these titles should be written the

numbers applied to the books. When the books forming the library have all been dealt with in this manner they are ready for placing on the shelves. There are very many ways of locating books so that they can be readily found when asked for and as readily replaced when returned ; but for small libraries the plan which involves least work is the best. We shall, therefore, describe the method which is at once the simplest and most flexible, while, at the same time, the one least fettered with cumbrous preliminaries. Divide the books first into lots according to their class-letters. Next pick out all the books on the same subjects, and in the case of novels, by the same authors. Then appropriate so many shelves or presses to each class according to what is thought suitable to its probable size, but ordering it so that the most wanted classes will be close to the point of service. Previous to this, however, the shelves should be numbered—1, 2, 3, &c.—from top to bottom of each tier, and the consecutive numbering carried right through the whole of the shelving. That is to say, if there are six double cases with ten shelves on each side, then the numbering should be carried from 1 to 120, beginning at the top shelf of the first case (1) and continuing down to the bottom (10), then round to the top of the tier behind on the same case, and starting with 11, and continuing to the foot, as before, to 20 ; and so the process is continued till the last shelf is reached—21 to 30, 31 to 40, and so on. Having got the books into large lots by classes, and further sub-divided into subjects and authors, the next operation consists in placing them. This should be very carefully done as follows :—The books being all put on the shelves in the most get-at-able order, the librarian will begin at the first shelf, and carry the number of it on to the label inside each book, and afterwards on to the title-card previously mentioned, and the work is practically finished, when all the shelves are so treated. The librarian will have a well-classified library, capable of being shifted about to almost any extent, and he will be able, with very little experience, to serve out books as quickly as they are asked for. To commence with, no shelf should be filled completely, but space left

for at least six additional books if needful. Further, if time permits, each shelf can be arranged in alphabetical order, and the books will be all the more readily found. The system is worked so:—When a reader asks for a book—either by number or title, or both—the librarian first proceeds to the tray or box of title-cards, finds the required card, and while noting on it the date of issue and the reader's number, observes the shelf number, and can at once go to it and get the book. When a book is returned or is off the shelf for any purpose the number on its label directs to its place. It is not at all necessary to look at the title-card after a few weeks' work in the library, because familiarity with the places of the books soon comes to the assistant and then everything is smooth sailing. For instance, if the novels are all together in alphabetical order a demand for, say Scott's "Ivanhoe," can easily be met by a simple reference to the part of the fiction alphabet containing "S." There are several advantages which arise from the use of this plan of "movable location," and among them may be named these:—It is not necessary to have the number of the book lettered or written on the back, and the expense of the former and worry of the latter are saved. There is no need for a shelf register in addition to the Stock Book, and so the extra trouble of keeping such a record is saved. Books can be shifted about at need by the simple expedient of changing the shelf number on the label and title-card. There are many other good points possessed by the movable methods of placing books, but it will be sufficient to mention, further, that it practically educates the librarian in a thorough knowledge of the books in the library, because he always goes in search of an author, title, or subject instead of a mere place-number. In public libraries it often happens that assistants accustomed to find books only by their place-numbers really never know what they are giving out, and it necessarily follows that such mechanical service frequently leads to the perpetration of all sorts of errors. It is only necessary to read and master the section on charging to have the art of managing a small library at the finger-ends.

## METHODS OF ISSUING BOOKS.

There are too many books lost from Sunday-school libraries. In some schools the loss is as high as ten per cent. of the stock, and this is neither creditable or necessary. The methods in use for recording issues are defective. Two alternative plans are here put forward, and a careful use of either will, it is believed, tend to minimise the loss and give greater satisfaction all round. Both methods are new so far as these small libraries are concerned, and as well as being recommended for Sunday-schools, they are also very applicable for all small libraries, such as those attached to Working Men's Clubs, Institutes, and Co-operative Societies. The first may be named the day-book record.

The book for recording the names and addresses of borrowers should be ruled as follows :—

## REGISTER OF BORROWERS.

|   | NAME.             | ADDRESS.                    | DATE OF<br>ISSUING<br>CARD. | REMARKS.       |
|---|-------------------|-----------------------------|-----------------------------|----------------|
| 1 | James Jones ..... | 100, Sunday School Road ... | 1892.<br>Aug. 1st.          | Left the town. |
| 2 | .....             | .....                       | .....                       | .....          |
| 3 | .....             | .....                       | .....                       | .....          |
| 4 | .....             | .....                       | .....                       | .....          |
| 5 | .....             | .....                       | .....                       | .....          |
|   | .....             | .....                       | .....                       | .....          |

The numbers represent the borrower's consecutive number which appears on his or her card.)

The following is the book for recording each day's issues :—

1st AUGUST, 1892.

| No. | NAME.             | NO. OF BOOK TAKEN OUT. | WHEN RETURNED OR RENEWED. |
|-----|-------------------|------------------------|---------------------------|
| 1   | .....             | .....                  | .....                     |
| 2   | .....             | .....                  | .....                     |
| 3   | .....             | .....                  | .....                     |
| 4   | .....             | .....                  | .....                     |
| 5   | James Jones ..... | 916                    | .....                     |
| 6   | .....             | .....                  | .....                     |

NOTE.—Each day of issue begins with No. 1.

The borrower's card, on which is placed the numbers of the books desired for reading, would be as below :—

THE \_\_\_\_\_ SUNDAY-SCHOOL LIBRARY.

*Borrower's Name—James Jones.*

*No. 1.*

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 916 |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|

A label for pasting on the inside of the front cover of each book would be something like the following :—

## THE ——— SUNDAY-SCHOOL LIBRARY.

*Fourteen days allowed for Reading.*

|   |         |  |  |  |  |  |  |
|---|---------|--|--|--|--|--|--|
| 5 | 1/8/92. |  |  |  |  |  |  |
|   |         |  |  |  |  |  |  |
|   |         |  |  |  |  |  |  |
|   |         |  |  |  |  |  |  |

The figure 5 is the consecutive number in the book recording the issues, and the date of issue is in the second column.

READER'S MOTTO—*Read Well, Use Well, and Return Promptly.*

A glance at the day-book will show what books are not returned, and what borrower has them out. The date of issue given in the book itself will show whether the borrower has kept it too long, and is thus liable to a fine.

A more complete system may be designated the

### CARD REGISTER.

For each book in the library there should be a card ruled as here given :—

503.

*Shelf 20.*

*Hughes (T.), Tom Brown's Schooldays.*

| Ticket. | Date.    | Ticket. | Date. | Ticket. | Date. | Ticket. | Date. |
|---------|----------|---------|-------|---------|-------|---------|-------|
| 50      | 18/12/92 |         |       |         |       |         |       |
|         |          |         |       |         |       |         |       |

*(To be kept in numerical order.)*

The borrower's card to be kept in the library should be as follows :—

*Jones, James, 100, Sunday-School Road.*

*Issued 1st August, 1892.*

No. 50.

| Book. | Book. | Book. | Book. | Book. | Book. | Book. |
|-------|-------|-------|-------|-------|-------|-------|
| 503   |       |       |       |       |       |       |

*(To be kept in alphabetical order.)*

These cards, which should be of white and a tinted colour respectively, and in size 6 by 4, will show at a glance who has out a particular book, and will at the same time show what each borrower reads. Kept in a tin or wooden box with a lid and a partition down the centre to admit of a double row of cards, they should be as perfect a record of the work of a small library as it is possible to keep.

The book for borrowers' names and addresses would be as in the first-named plan, and the borrower could have a card on which to enter the numbers of the books which he wishes to read, as in the other system.

For quickness in recording issues the card register would be perfect. All that would be necessary at the moment of service is to place the card representing the book and the borrower's card together, and afterwards making the entries on the cards and placing them in their numerical or alphabetical order.

Library indicators are in use in the large public libraries where the number of volumes is large and the pressure of work on certain evenings is great. These aid the borrowers to see at a glance what particular books are in the library, but for small libraries the indicators have not yet been adopted. Mr. Cotgreave, of the West Ham Public Library, London, has made some

improvements in the indicator, and is adapting it for small libraries.

#### A PLEA FOR GIFTS.

In another part of the present publication an appeal has been put forward for gifts for village libraries. It would be a good thing if tradesmen in towns and business men in cities would do something in the way of supplying books for use in the villages where they were born and reared. The supplying of certain daily or weekly papers or magazines would be an inexpensive way of benefiting a native district. For books for Sunday-school libraries an urgent appeal is made. In response to a letter which appeared in one of the religious periodicals, the writer received numerous parcels of books for these libraries, and these it has been a pleasure to distribute to places where they would be certain to be of use. More parcels for a similar purpose are solicited, and if the person so disposed does not himself, or herself, know of such a library the writer will be glad to place them in proper quarters. It would be a happy day for some districts if successful business men, who have passed through village Sunday-schools, would do something on a larger scale than that just indicated for the places which knew them when they were lads in their teens. As suggestive to others the following paragraph from *The Leisure Hour* (edited by Dr. Macaulay) appeared some few years ago under the head of "A Model Sunday-school Library." The writer of the paragraph said: "We have seen lately the report of an interesting event in a country place. Connected with a Congregational chapel where the Rev. W. Urwick, M.A., laboured for nearly a quarter of a century, was a 'Mutual Improvement Society,' in which the pastor took warm interest. One of the youths, now prosperous in London, presented a library to his old school-room at Hatherlow, near Stockport, and Mr. Urwick was invited to inaugurate the event and to allow the library to bear his name. It was a graceful thought and suitable gift, and it is worth recording as an example to be followed by those who look back with pleasure to the congre-



gation, or the parish, associated with their early training. Many are the rich merchants in England, or in the Colonies, who could thus do good to the youths of their native place."

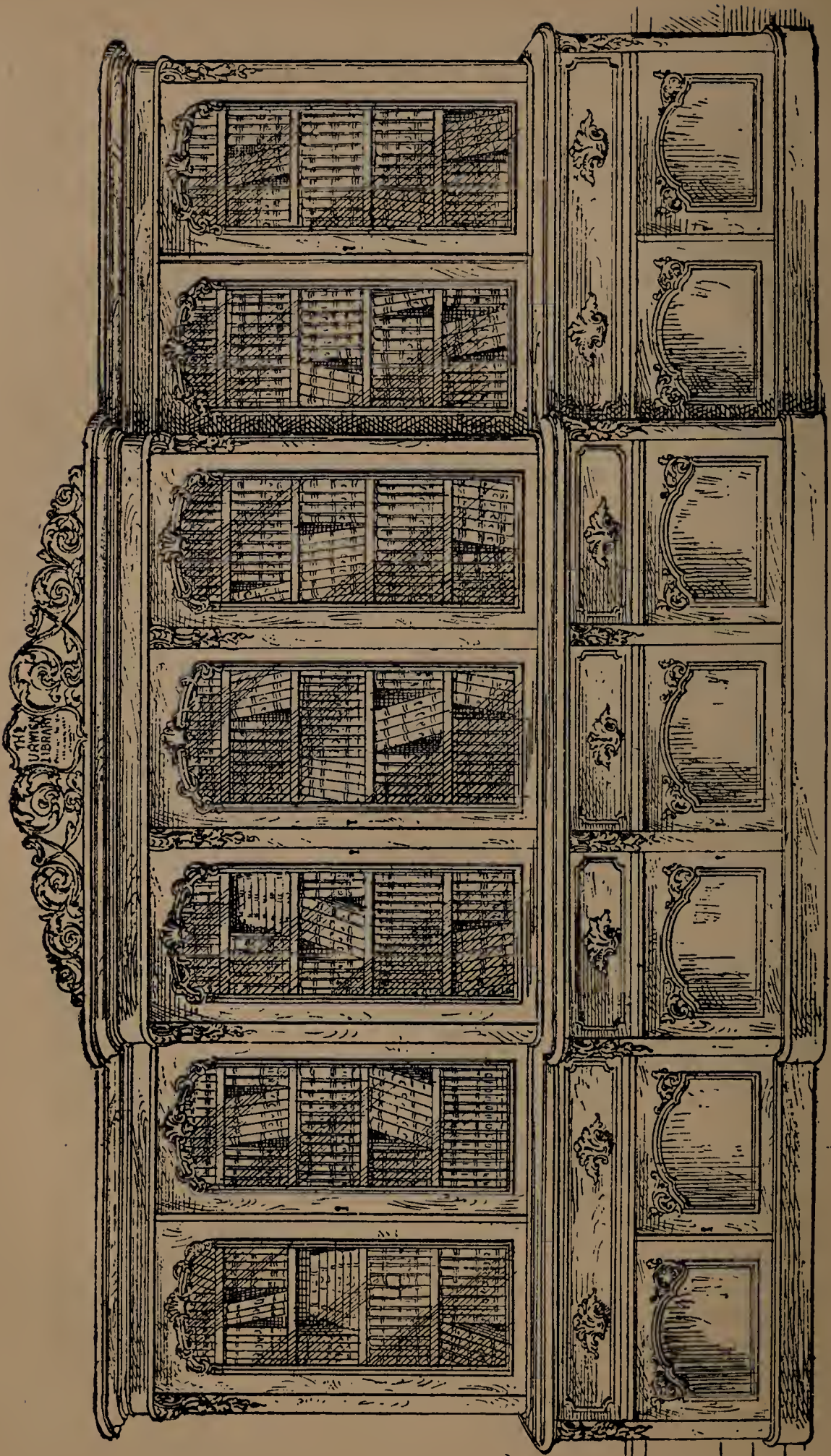
The library, a sketch of which is given on next page, is open free for the use of any one residing in the village, whether or not they belong to the school or chapel with which the library is associated.

It would be quite possible for others to place a similar book-case, perhaps less elaborate in mouldings, &c., and stock it with some 300 volumes, for £100; and this does not represent a large gift to hundreds who owe their origin and education to country districts.

#### READING CIRCLES.

No school should now be looked upon as complete which has not a reading circle. As a means of keeping elder scholars together, and fostering those friendships which are the very essence of Sunday-school life, they are of the greatest service. The simultaneous reading of one book, especially under the guidance of some person qualified to take the lead, quickens the interest in a particular book and adds materially to the profit of the individual reader.

The Victoria Reading Circle of the Sunday-School Union has rendered good service in the formation of these groups for simultaneous reading. The aim of this circle is to unite in a concerted movement for self-culture all intelligent young people; in securing at home some of the advantages of a college, so far as reading and study are concerned, without interference with other duties. The wants of the young members of families and congregations, and the senior scholars in Sunday-schools, are especially kept in view. Older persons, whose opportunities of culture have been limited or who desire to revive or continue their earlier studies, are not overlooked. The conductors of the circle intend that the reading shall be regular and systematic, healthful and enjoyable; not dull and wearisome, or aimless and frivolous.



SUNDAY-SCHOOL MODEL LIBRARY.

A more ambitious attempt of this nature is the National Home-Reading Union, which has its headquarters at Surrey House, Victoria-embankment, London, W.C. In this Union there are three classes of membership. There are a Young People's Section and a General Readers' Section, and also a Special Course. The subscription to any of the three is very low, and it is further reduced if the intending member can join a circle; that is, a group of members who, on account of living near each other and being able to arrange for meetings, can help each other in the exchange of books and in comparing notes. Membership of a circle is not compulsory. There are many Sunday-school scholars and elder people who would like to be put in the way of good reading, and then to enjoy it all to themselves, and such will find that the small expense of membership provides them with valuable hints and suggestions. It is interesting to note what have been some of the books named for the Young People's Section for last winter. They were asked to read Hawthorne's "Tanglewood Tales," Scott's "Talisman" and "Marmion," Dickens's "Christmas Carol," Longfellow's narrative poems, and some historical ballads, as representing fiction and poetry. Creighton and Gardiner were the historians selected, and Geikie was recommended as a guide to geography and geology, whilst biography and miscellaneous literature were also represented. In the General Readers' Section Thorold Rogers' "The British Citizen" and Montgredien's "History of the Free Trade Movement" represented political science. There were essays by Macaulay to be read, and Huxley or Stewart supplied science. Burnaby and Herodotus were named for travel, but the bracketing of the two names together is rather hard upon Herodotus. A play of Shakespeare, a story by Dickens, and some poems of Coleridge were also included in the list. The only fault about it is that there seems too much of a good thing, and it would require a circle of very omnivorous tastes to get through so many books in so short a time in a profitable way. The National Home-Reading Union is, of course, admirable, and is all the better if associated with a

Sunday-school or village library. The meeting together once a week or fortnight and reading a given book, followed by discussion, has been carried out in some few schools with marked success. Its social advantages have been great, and the time will come in English Sunday-school life when church and school parlours will be universally used for such a purpose. One of the main objects of these circles and unions is to lessen the waste and energy and absence of purpose so frequently found among those who have time and opportunity for reading. There are few people, however fond of reading they may be, who are not conscious of having wasted a great deal of time in desultory reading, and in the reading of books which have not repaid the time and thought expended upon them. The most ardent lover of books will welcome an experienced guiding hand, and will be willing to be led into something like a systematic course of reading calculated to benefit mentally and morally. The Union referred to is accomplishing a very useful work in this direction, and credit is due to the Rev. Dr. Paton, of Nottingham, the Honorary Secretary, and to Mr. T. F. Hobson, M.A., the General Secretary, for the origin and development of the work. The books suggested for reading are selected with great care, and it goes without saying that they would be found on the shelves of the library.

A further outcome from the reading circle, it is hoped, will be the formation of little groups who will take upon themselves the reading aloud to old people and others. How much good could be done in this way. Lives made brighter, care lightened, winter evenings pleasantly spent, are only a few of the results which would be likely to accrue. What a vista of usefulness for the senior classes in our schools opens out when such a plan as this is called to mind! All this work would gravitate around the library, for this would naturally be the source for supplying the books.

#### INTERESTED TEACHERS.

Every teacher should take an interest in the general reading of those in his or her class. Many a helpful hint

might be given as to what books should be read. After a considerable experience in connection with classes for youths and young men, the most acceptable gratitude that has fallen to the writer's lot has been associated with the hints given as to reading, and in an interest taken in the affairs forming the every-day life of those gathering around him each Sunday. A thoughtful teacher will do his best to encourage a love of books. He may be disposed to say, as one has often said, that he would rather be a musty old bookworm than the richest man in all London. Any teacher who has not tried the experiment of taking a book to school from which to read some short passage, and then to dwell for a minute or two upon the merits and beauties of the book, little knows how such a plan will be likely not only to at once kindle an interest in the book under consideration, but in affording a new link of friendship between himself and the members of his class. A distinct case in point could be cited where no fewer than six youths, in one class, were encouraged to read Homer by the reading of a short portion of Church's "Stories from Homer." For senior classes there is so much from old Greek and Roman history that can be brought forward by way of illustration that it is surprising these sources have not been more used by the teachers of these classes than it is evident is the case.

#### SUNDAY-SCHOOL MUSEUMS.

There is every reason to think that the Sunday-school of the future will show a considerable development upon the creditable position which these institutions have now attained. In the enlarged scope of operations that is coming to them, a museum will certainly be included. This will probably be under the care of the Naturalists' Society associated with the school. A useful result of the summer rambles of this society will be a collection of botanical, geological, and entymological specimens, gathered, mounted, and named by the members of the Field Naturalists' section. Every school will in the future have such a society, seeing that

one or two branches of natural science now form part of our elementary system of education. Those who have not taken up as an occasional or absorbing hobby some branch of natural science little know what a new interest is added to life by such a study. The writer is familiar with case upon case where young people seem to have gained an entirely new object in life by being started off on some such hobby by an enthusiast, who had the faculty of infusing into others some of his own information and love for Nature. Some American visitors to the home of Charles Kingsley, at Eversley, were greatly shocked one morning, as they sat at breakfast, by one of the little daughters of that lovable man running in through the open window from the garden, with the exclamation: "Look, father dear, what a beautiful worm I've found!" The offending creature, wriggling about on the palm of the girl's hand, may have displayed a shocking bad society taste; but society will be the better when it is taught a different view of the subject by there arising a nation of naturalists, or, at all events, a prolific number of lovers of everything in Nature, who have been made so by our day and Sunday schools.

Progressists everywhere are beginning to recognise the important place which museums are destined to fill in education. The most casual observer of educational methods could not fail to notice that the receptive mind of a child or a youth learns from an infinite variety of sources. The child begins very early in its existence at one end of education, but there is no period in life of the most aged where the other end is reached. Frequently, again, that information which does not absolutely form part of the ordinary process of education, but which comes from unexpected quarters, is of great service in the development of the mind as any set-lessons can possibly be. Whatever becomes suggestive to the mind is of educational value. That museums have from their nature the very essence of this suggestiveness is patent. It may be true that of themselves alone they are powerless to educate, but they can be instrumental and useful in aiding the educated to excite a desire for knowledge in the ignorant. The Sunday-school scholar, working-man,

or outdoor labourer, who spends his holiday in a walk through any well-arranged museum cannot fail to come away with a deeply-rooted and reverential sense of the extent of knowledge possessed by his fellow-men. It is not the objects themselves that he sees there, and wonders at, that cause this impression so much as the order and evident science which he cannot but recognise in the manner in which they are grouped and arranged. He learns that there is a meaning and value in every object, however insignificant, and that there is a way of looking at things common and rare, distinct from the regarding of them as useless, useful, or merely curious. These three last terms would be found to be the very common classification of all objects in a museum by the uninformed and uninitiated.

These observations apply with just as much force to the small collections which may be found here and there in schools as to the larger and more ambitious museums in some of the large towns. The Americans are in advance of us in the attractiveness of many of their Sunday-schools. Well-framed copies of engravings, photographs, and etchings hang on the walls. In the Sunday-school museum we can be ahead of our cousins if we quickly set about the task. The foundation of such a museum as that in mind has been made in a school here and there by the models of Syrian tombs, city of Jerusalem, and the like, which have been supplied through the Sunday-School Union. A trip to Palestine is being looked upon as part of the education of every minister, and one of the commissions to these travellers should be to bring back for the school museum specimens of myrrh, frankincense, locusts, reeds, plants, and flowers. For all classes in the school these will have their uses. But the real life and backbone of the museum will be the little collections of the plants, land and fresh-water shells, minerals, and insects made by the young people. It is simply surprising how many of the younger young men and women in schools have small collections of this nature, and these are not placed in the school simply because they have not been solicited.

Annual industrial exhibitions have, in some cases,

taken the place of the inevitable bazaar. The school museum should occupy a prominent place in such an exhibition. There are few homes of culture and refinement which could not contribute something of interest to such a museum.

To the uninitiated the acquiring of cabinets, home and foreign specimens of butterflies, moths, birds, minerals, and the thousand and one articles which help to make up a museum, is looked upon as a very costly proceedings. It is not necessarily so. Where there is any difficulty with regard to the obtaining of such collections it is suggested to school conductors to apply for advice to the curator of the nearest public museum. The community of interest among librarians and curators of museums is very marked, and it would only be in very exceptional cases where such practical aid and advice would not be very willingly given.

#### SUGGESTED HINTS FOR USERS OF SUNDAY-SCHOOL LIBRARIES.

*(These hints might be printed on a slip with the rules.)*

1. Consider carefully what books you would like to read, and do not make your selection from the catalogue in a haphazard way.

2. Having made your choice, read the book through which you take out from the library. A book only half read, if it is worth reading at all, is not creditable to the reader.

3. Read your book thoughtfully and with attention. Do not hurry through the pages in order to see in how little time you can read the volume.

4. When you have discovered a good book from which you have learned something, recommend it to your companions. A pleasure is all the more enjoyed if we can get others to share in that pleasure.

5. Make constant use of the dictionary. Do not pass a word the meaning of which you do not know.

6. Note in a pocket-book what strikes you as you read. Never mind if the notes you make seem trivial and commonplace.



7. Use the books of the library as if they were your own property. "Turn not down the leaves of a book," should be written large on the mind of every reader.

8. At the end of each month, or quarter, turn over in your mind what you have read during that one month or three months.

9. For every story-book or work of fiction which you read be sure that you read one book of a more solid character.

10. Be prompt in returning your books. Remember that there are other readers of the library as well as yourself.

11. Never allow a day to pass without taking a book in your hand.

12. Count books among your best friends. These are friends which do not chide you for your ignorance; which do not blow hot and cold. Good books are the truest and best of friends.

## VILLAGE PUBLIC LIBRARIES.

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THE following paper was read before the Congregational Union of England and Wales on May 13, 1892 :—

It is a cheering sign of the times that so much attention is being devoted to the needs of villages. Reformers have discovered that the key to many of our present-day difficulties and problems lies in the developing of rural life, and in a resuscitation of that yeomanry class which in the struggles of bygone years did so much for this dear old country of ours. But, lament it as we may, the fact remains that, added to the divorcing of the people from the land, village life in the winter is oppressively dull to the average mortal, who has not ready at hand his own hobbies and the means of cultivating them. Side by side with this, there has been to the villager, to the young villager particularly, the growing knowledge that the towns have presented opportunities for pleasure and relaxation which have been denied to the less cared-for dwellers of rural districts. The large centres of population have been forging ahead, alike in their industries and all that constitutes their corporate life, at a rate of progress never contemplated by the grandfathers of many of us. In means of locomotion, sanitary arrangements, lighting, and in the providing of municipal libraries, museums, and parks, the towns stand to-day in a fortunate position. And yet, simultaneously with this march past of the towns the villages remain where they were twenty, thirty, or fifty years ago, unless they have had geographical advantages which have brought the waves of progress of a neighbouring town to their

own door, and made them sharers in the advances of citizenship.

The problem is a very serious one, and if it were not for the deafening political cries of the hour we should have heard a great deal more about it. A modern Goldsmith to electrify us again into life with a picture of the virtues and blessings of a bold peasantry would be a national good. Then would possibly come a lessening number of the touching letters from the villages to those who take an interest in social movements, asking if some plan or plans are not feasible by which the rural districts shall participate in the same rapidly extending advantages enjoyed by the towns. No modern movement can show a rate of progress so real and rapid as the Public Library movement. In six years the number of Public Libraries under the Acts has, taking branch libraries into account, nearly doubled the number which were established during the previous thirty-six years. This has been accomplished by purely voluntary effort. No association exists for the promotion of the movement, to appeal for funds from a charitable public for the purpose of flooding the country with propagandist material. And yet, while this network of people's libraries is being woven in the towns, the villages of the United Kingdom and Ireland are being left, so far as the extension of these institutions is concerned, stranded high and dry upon the beach, producing naturally moanings and regrets pitiful to read and hear about. In England there are only three adoptions of the Acts in places with a population of less than 5,000; in Scotland there are three, and, taking the four countries, there are practically only two places, Tarves in Scotland, with its population of 2,400, and Queenborough, in Kent, which can be said to be purely rural that have a Public Library under the Acts. Surely this is a serious matter. The number of villages and rural districts throughout the United Kingdom and Ireland is represented by many thousands and the towns by hundreds, and yet out of all this plethora two only, or four at the utmost, to include Woolton, near Liverpool, and Middlewich, Cheshire, of strictly rural districts, have seen their way clear to avail

themselves of these Acts. Of village museums supported out of the rates there is not one. And yet it cannot be said that many villages would not welcome in their midst libraries and museums as free to them as their highways, and supported in the same way, if the step were but practicable. There is something rotten in the state of Denmark if this is allowed to continue. The book needs of our villages were never greater than at the present time. Much has been said of late about the making of village life brighter and more interesting, in order that the people may be induced to remain in the rural districts, and so stem, to some extent, the tide of centralisation which has, during recent years, flowed so rapidly into the towns. The whole subject lies closer to the roots of our national well-being than is generally thought.

#### THE CRY OF THE VILLAGES.

The burden of the letters on village life which appeared in *The Daily News*, and also in the speeches at the rural conference, were that there is so little to make life in the villages inviting and attractive. The confession should be made in national sackcloth and ashes, but it is nevertheless only too true that the parson and the squire have, between them, done much to choke village life, and now existence in many rural districts is, for the rank and file of humanity, very dull and unprepossessing. To have in a village a Public Library belonging to the people themselves, and managed by no section, but by duly elected representatives, is in itself an institution usually frowned on by the squire, but utterly abhorred by the parson. Human nature rebels against remaining in the vicinity of boredom longer than can be helped, and hence one of the reasons why so many country people take the first chance of removing into towns. In all parts of the country regret has been expressed that there seems so little prospect of rural districts having these people's libraries placed in their midst, and those who are most strenuously opposed to it are the two classes just named. It is impossible not to feel a tinge of sorrow that this should have to be

stated, but it is a matter so serious that it cannot be overlooked. As long as these two most influential men in the parish set themselves as a rule so resolutely against these rate-supported libraries, what can the people do but quietly submit, lest it should mean some difference in the amount of custom given to a local tradesman, or some other species of refined persecution with which village magnates seem so peculiarly familiar?

The multiplication of books and reading-rooms will, on all hands, be looked upon as among the facilities which would help to make village life brighter. Many districts are struggling with village clubs and reading-rooms, but the saddest reading of reports for years has been the annual statement of the accounts of some of these village reading-rooms. A large percentage of these institutions scarcely seem to mature to full and active life. In only too many cases are they of a charitable nature, supplied as a sort of sop by the local chiefs, and the average villager, it is to be feared, prefers the village public-house, with its round of gossip and news, to papers a week old, and a few volumes of old sermons doled out from the vicarage library, through the same channels as the soup and the blankets. This is no sham bogey, but a very real state of things. Yet it is as desirable that the outlying rural labourer should have books within reach, as that they should be placed in the way of the people in the East-end of London. Thousands of villages are absolutely without any facilities for book borrowing, except from the libraries of Sunday-schools, and the books in these are often of so unsuitable a character for general reading that it would be well if many of them were placed in a spare cupboard and charitably forgotten. The more favoured section of the village community have their book-clubs, or their parcels from the London libraries, but these are out of the reach of the average villager and his family.

#### VILLAGERS DESIRE LIGHT.

All who are acquainted with village life know that the rural voter earnestly desires to know how things are

moving in the world. He is not the passive sheep, blindly following a pot-house demagogue, that some think him. Let him have books, newspapers, and magazines with which to inform himself, and depend upon it they will be used, and used well. It is probable that we may be within measurable distance of an exodus back from the towns to the rural districts, and the destiny of village communities may be of greater importance than we at present think it, notwithstanding that many villages are being left farther and farther behind in this progressive age. And although it is absolutely impossible that they can keep anywhere near on a level with the towns, it is not altogether beyond hope that their position may be materially improved. The reason, of course, is that villages have not the means of self-improvement afforded in the towns. The present generation of men in the villages have had very few opportunities for education in the past, and their hard physical labours permit of little self-improvement in the present. But it may be urged that means of attaining culture were never so plentiful as now—books, schools, science classes, University Extension Lectures, and Public Libraries. Yes; but few of these reach the agricultural labourer. Every notice of any such fresh supply of intellectual food made available sends a thrill of delight through the hearts of those who really desire and are striving for the improvement of mankind. But to one who thinks at all about poor Hodge the news is not all pleasure, for it only means that the front of the host is pushing on faster, and it is to be feared that the gulf between the rural communities and the towns is widening. The leaders of humanity are moving rapidly forward to the regions of light, and are crying to those behind: "Push on!" Down the lines the cry is lost, and the rear only keeps up any progress at all by endeavouring not to lose sight altogether of those in front. Far behind is a struggling contingent, of whom the leaders hardly have cognisance, but who are pressing on to the same goal. Even the last unit of this great army is a member of the great family of mankind, and what more can the first call himself?

The need for the establishment of Public Libraries in rural districts is a vital one, and the members of Local Boards, or other authorities will confer a permanent benefit on the district in which they reside, if they will discuss and bring to a successful issue this question. Life in the country has its compensations as well as its drawbacks. Rents and rates are low, but while this is an advantage to the residents, it presents a serious obstacle, for the total ratable value of most villages is not by any means large, so that a penny in the pound would not produce a sufficient income to stock and maintain a library.

#### LIMITED YIELD FROM THE PENNY RATE.

Whilst bricks cannot be made without straw, libraries cannot be stocked and supported without the wherewithal which every object needs. The annual ratable value of an averaged-sized English village under, say, the administration of a Local Board, or an Urban Sanitary authority, is from £3,000 to £5,000. The smaller sum would produce from a penny in the pound, £12 10s., and the larger amount £20 16s. 8d., and it will be at once seen from this how impossible it would be to do much in the way of furnishing and supporting a library. In the majority of English villages the gross rates do not reach 3s. 6d. in the pound—another evident advantage over town life, considering that some towns have gross rates reaching double this sum.

But it is gravely to be feared there is little hope for any wide extension in the number of adoptions of the Public Libraries Acts in the villages, until there is some prospect of a small grant from the State, say, from £10 to £25 a year, according to the needs of and work done by the individual library. When our administrators have ceased to waste money in useless stores and reckless extravagance all round, and can give a few more thousands for educational purposes, then we may look forward to such a subsidiary grant to village libraries established under the Acts, properly administered by the local authorities, and doing a useful work. A few pen-

sions, rarely ever earned, the less; a few clerks working from nine to five o'clock instead of ten to four, and with their long weeks of holidays, less national waste, and these few thousands would be ready in the Exchequer for such a purpose as that named. The national patience with extravagance in high places is simply amazing. To the average politician his utter helplessness to check the tide of national expenditure is overwhelming. He stands aghast at a budget of ninety to a hundred millions sterling, and a war expenditure for last year of close upon thirty-five millions, and he wonders where this gallop in the race of figures between changing Chancellors of the Exchequer is likely to stop. Out of this stream of national expenditure less than eight millions a year, all told, go for education, and the maintenance of the British Museum, South Kensington, and their two or three branches. Added to this there is only something like £200,000 a year spent upon Public Libraries, and this is raised from purely local taxation.

#### PLEA FOR A GOVERNMENT GRANT.

A good deal has been made of this suggestion of the writer's, advanced in *Public Libraries*, that village public libraries under the Acts should be helped by a small annual grant from the Consolidated Fund or by the County Councils. Mr. Gladstone, in his speech, when opening one of the metropolitan libraries in the beginning of 1891, devoted considerable attention to this matter. The Premier said on that occasion, "There is another great difficulty, undoubtedly, about the extension of libraries of this kind from places of comparatively large population—to which they are now confined—into rural districts. That is a very serious difficulty, because when you have a very large population concentrated in a very small space, you can give to the whole of them nearly equal interest in the library. It is accessible to all; but where you have in purely rural districts a much smaller population, distributed and diffused, over a space perhaps twenty or fifty times larger, there it is very



difficult, as persons conversant with rural districts well know, to put all upon anything like an equality with regard to their access to the library; and, of course, it is to be expected that where people do not recognise either an immediate or prospective benefit to themselves or their families, they should be less inclined to undertake the burdens which the Act enables them to impose upon themselves. Well, Mr. Greenwood, who is an advanced and zealous advocate, has a remedy for all that, and his remedy is a very simple one. The First Lord of the Treasury"—who was then sitting by his side—"will at once appreciate it. His remedy is a small dose of public money, a sure and infallible specific, supplying all deficiencies, surmounting all difficulties, and curing all social evils. It may be that in old age one loses one's nimbleness and power to keep up a competition in pace with other men. I am not at all able to follow Mr. Greenwood's zeal in the recommendation that the Consolidated Fund should be the source of supply for institutions of this kind; but I do not wish to give up the case of villages and rural districts. We have in this country a very peculiar distribution of the land. It is held in large quantities. It is held by wealthy men; it is held by men who recognise to a great extent, and who, I hope, from generation to generation will still more largely recognise, the proposition that the possession of landed property entails great social duties; and, instead of the Consolidated Fund, what I hope is that the liberality and enlightened judgment of these large proprietors who are scattered all over the country will meet the difficulty and enable the villages—either upon their own bases or by affiliating themselves to the town libraries—enable them, I say, to meet the case and enjoy the great advantage of institutions of this kind."

There is no wonder that the statesmen of both sides of politics should look with caution at the new claims upon that fund, but with all due deference it is humbly submitted that no claim which has for some years been put forward has been so strong as that for village Public Libraries. A penny rate is absolutely insufficient for

any practical work in by far the greater majority of cases. It would be manifestly an injustice to give them the power to levy a higher rate than a penny. Combination among villages is an alternative yet untried, and when tried its success, under existing conditions, is very doubtful. Affiliation with the nearest town is almost as uncertain of being successful, except in a limited number of instances. Is it likely that for an annual contribution of some twenty or thirty pounds a year a neighbouring town will undertake to provide literature for one, two, three, or more villages grouped together under one Local Board? The aged statesman reminded landowners of their obligations in words which should have a sobering influence upon them. Would that Mr. Gladstone's suggestion might have the desired effect upon English landowners! The right honourable gentleman has practically carried out his own proposal in the village of Hawarden. But what is the general state of the case? The gifts either of land or of money to rate-supported public libraries from large landowners are of so limited a character that only a single sentence of very few words is required to record them. In London there are two instances, and in the provinces one case only deserving of notice is present to mind. It is to be feared that it will be a long day before the landlords supply the book needs of English villages. It is impossible not to deeply sympathise with Mr. Gladstone's suggestion that private gifts should take the place of State aid, but the plea is again put forward that only by small Government grants based on the work done will the difficulty be solved. It may be argued that village Public Libraries are just as deserving of State aid as village schools and science and art classes. Why should the line be drawn at these two sections of national education? The science and art classes of the country receive a good round sum each year. A far less figure would serve to help village libraries, and it is claimed, and justly claimed, that some portion of our ninety millions a year expenditure should go to make possible the establishing of these rural rate-supported libraries. Without some guarantee of annual help towards the cost of mainte-

nance the case of the rural libraries is, it is to be feared, utterly hopeless. Our Australasian Colonies, and the South African Colonies, have solved the difficulty with regard to small libraries in this way, and there is no cause why the mother country should be behind its children in this respect.

#### WASTE IN SOUTH KENSINGTON GRANT.

Beyond this it may be advanced that if the South Kensington Museum and the nearly half a million a year grant from the Imperial revenue were placed under a control different to what it is at present, the savings from that half million would do much to provide an annual grant for hundreds of village libraries. The South Kensington clique has absolute control, and the more closely the expenditure of that institution is looked into the more patent is it that there are leaks and gaps which are simply appalling in their vastness. Only the droppings from that half million are at present sought for the benefit of village libraries, but as long as that institution is under the management of the Education Department, through the President and Vice-President of the Council, and the permanent officials appointed as at present, it would be just as practicable to ask for the Monument as grants for village libraries. Situated as South Kensington is, like other good things of a similar kind in the West-end of London, it belongs in the aggregate of its work to the nation, and the villages are assuredly not reaping from its funds, provided for grants to science and art classes, the share which belongs by right to them. Some of the same difficulties which stand in the way of village libraries being established stand also in the way of carrying on science and art classes in country districts, but it would be practicable to help the libraries by annual grants where there is no claim on behalf of classes. Of the nearly half million sterling a year voted to South Kensington, less than one-half is absorbed in actual grants, and the other half goes for establishment expenses. The contention is, that there should be in the administration of such an

institution and its public funds some element of a more representative character. Public library committees or commissioners can be elected, partly from the governing body and partly from among the burgesses, and there is no reason why such a system should not be applied to the National Libraries and Museums. It is only such a plan as this which will bring them in full touch with the spirit of the age, and then, and not till then, will village libraries benefit from these national funds. This is a matter of serious and pressing importance, and although only now briefly touched upon it will not be allowed to rest.

#### GOVERNMENT GRANTS EASILY FOUND.

An example of with what ease Government grants can be provided, especially when an accident brings it about, is afforded by the grants for Technical Instruction which have been furnished by the Excise duties. Two years ago the Chancellor of the Exchequer sought to accumulate a fund for the compensating of publicans whose houses might be closed. An Irish member pounced upon a fact, which was known to many a Local Board treasurer, but which appeared to have escaped the attention of Mr. Goschen, then Chancellor of the Exchequer, that the revenue from taxation could not be accumulated and that only sufficient taxes could be levied to cover the year's expenditure. These new Excise duties gave him an enormous fund, amounting in the first year for England alone to above £700,000, and when compensation was out of the question he expeditiously made the suggestion that the fund should be used by the County Councils for the furtherance of Technical Instruction. So unexpected were these grants that the County Councils all over the country have been in a perfect sea of uncertainty as to how best to use the money for the purpose stated, and the assertion unhesitatingly made that thousands of pounds from this fund have been literally and foolishly wasted. Much of this fruitless expenditure has gone out in expensive lectures on agriculture, in grants to mechanics' institutes

and working-men's clubs, which were supposed to have technical instruction classes. Lectures on pig-keeping and poultry-farming have been delivered in towns noted only for their manufactures. Governing bodies have yet in numerous instances to recover themselves from some of the frivolous uses which have been made of this fund and turn it to more practical account. It is in the first place an anomaly which should cause every thoughtful Englishman to blush that the drinkers of the country should provide a fund for the aiding of technical instruction, and that the total abstainers should be outside the privilege of contributing to such a fund. Truly some readjustment in this matter is urgently required. Had village libraries been in existence their shelves would have benefited from this fund. Books of technical literature would have been bought with grants from it, as has been the case in the larger towns, and so these institutions in prospective have hitherto lost what otherwise would have fallen to them. But the example serves to illustrate the great ease with which grants can be furnished when only a Chancellor of the Exchequer will give the question some serious consideration, and it is again urged that village libraries have an equal claim to grants as elementary education, technical instruction, and science and art classes. Is it an utterly impossible thing that a portion of the tithes shall at some time or other be available for such a purpose as that indicated?

#### WORK FOR PARISH COUNCILS.

It may not be generally known that County Councils can as such do nothing in the way of establishing village libraries. They have no jurisdiction with regard to these institutions beyond that of lending money on the security of the rates to public library committees who may approach them for that purpose. We look to the passing of a large scheme for District Councils with their concomitants of Parish Councils, which now seems so near a possibility, for the impetus which is to come in the establishing of village public libraries. At present

the power to act is the local governing body by whatever name it may be called, and it can only be moved to act by the ratepayers, who can by requisition compel it to take a vote upon the question, whether the Public Libraries Acts shall or shall not be adopted in that district. A District Councils scheme will give a much larger area, and this will mean an enhanced revenue from a penny library rate. This will enable them to better meet the wants of scattered localities than can at present be done in the more restricted areas. Schemes then for village reading-rooms and lending libraries supplied from the District Council centre will be possible. Some places will be best served by travelling libraries, others by the local post-office being used as a delivery station where books can be left for the municipal book van to take up and bring in exchange a new supply. These and other details will be quickly at disposal when a District Councils Bill with its comprehensive clauses applying to Public Libraries and Museums becomes an established fact, and we should now be on the eve of such a Bill becoming law. Side by side, however, with such a measure, is that of a vital change in the incidence of taxation. This lies nearer to the root of a large extension of Public Libraries in villages and rural districts than is at first sight clear. We want the owner of the land, paying his penny in the pound for library purposes, as well as the tenant. This is one source for a larger revenue for the establishing and the maintenance of village libraries, and the change cannot come too soon.

#### VOLUNTARY LIBRARIES NOT A SUCCESS.

The statement is fearlessly made that it is only on municipal lines that village libraries, universally existing, will meet the real requirements of the country districts. The voluntary institutions attached to Church or Dissent can only indifferently meet what is urgently needed on all hands. Voluntaryism in village public libraries and reading-rooms is, so far as the general local community is concerned and excepting in occasional instances,

very far from being a success. They bear upon them the blight of sectarianism, and it is only upon a municipal plane that they can be free and unfettered. In no part of the country are the barriers between the various classes of society more marked than in the villages. These institutions are calculated to do more to break down these class barriers than is visible on the surface. The village newsroom, administered as are the village highways, would be common ground, where squire, parson, and villager could all meet, and the more they meet together the better will they understand each other. Class prejudices exist because there has been no opportunity of getting at the opinions of each other, and so arriving at a mutual understanding.

There is no desire to undervalue the really good work which is being done in some parts of the country by the existing village clubs and reading-rooms. Suffolk has an interesting association for the affiliation of such village efforts within the county. Other counties have similar associations, and there is no doubt about much encouragement and useful aid being given through these means. A glance through any of the reports at hand displays exactly the character which must prevent these little institutions from having the support of the general village community. They are managed and supported chiefly, in not a few instances, by a section owning allegiance to one political party and to one form of religion. The earnest wish is to free them from this bias, and to make the work common ground in the fullest sense of the term. If those at present controlling these existing institutions could see their way to the handing of them over to the local community on the adoption of the Public Libraries Acts, and so giving the club or reading-room a new lease of life under better and more favourable conditions, a most useful and desirable end would be served.

The desire is to quicken an interest in this question, not only in those who live in the villages, but to stimulate a like interest in those who come from towns where rate-supported Public Libraries have not yet been established. The most satisfactory and the most

wholesome of all taxation is direct taxation, and the penny library rate affords an evidence of the universal interest which can be created in this question. Nothing can be done until the people themselves decide that the rate shall be levied, and when levied there is no other rate out of which there is so immediate and tangible a benefit as out of the penny, the utmost permitted for these institutions by all the Public Libraries Acts that are on the Statute book. Some day, when there is room for another association, there will be one having for its object the limiting to a fixed sum of every local and imperial rate. What a paradise England would be with a fixed School-board rate, a poor's rate, and an income-tax never above a certain sum, and all other direct taxes limited to defined amounts, and less of indirect taxation. We should then get infinitely better value for our national expenditure than we now do, and there would be less of the waste and leaks which go on, and at which John Bull savagely grumbles and pays the bill. The penny library rate affords a splendid example of what can be done for the local public by a fixed amount.

#### VILLAGE LIBRARIES AS EDUCATIONAL INSTITUTIONS.

It is claimed for public libraries, whether they be in villages or towns, that they are educational and recreative institutions. They are unmistakably educational, inasmuch as they provide means for the continuing of the education begun at the elementary schools. It is a national crime to teach children how to read and not to provide them with books to read. If the municipality does not take upon itself the task of providing literature of a wholesome nature, the youth of the two sexes will take upon themselves the providing of literature which may be baneful and pernicious. We are not yet out of the ruts of a demoralising gutter literature, and the best antidote is a well-stocked public library, whether it be for the village or the town. Now and again it is said that Public Libraries are merely the wholesale distributors of works of fiction. The state-



ment, when it is analysed, is scarcely a half-truth. An all-round average might be struck at from 65 to 75 per cent. in the issues of fiction at Public Libraries. In many cases where the issue of fiction is over 70 per cent., the returns of the individual library are probably swollen with the addition to fiction in the returns of works of poetry, drama, and bound volumes of weekly journals, technical and otherwise, which are often far removed from being of the character of fiction. Tennyson and Shakespeare, and journals connected, say, with the building or engineering trades classed as fiction, may look peculiar, but library administration sometimes necessitates such a plan. Again, as the people pay for the library they have a right to call for whatever class of literature they desire to read, and many a man or woman might be worse engaged than in reading a good standard English novel. The superior creatures who never read a novel do not often read anything at all. A morning draught of the "largest circulation in the world," or a look at the scraps of this or scraps of the other, satisfies all their reading needs. They are the lazy folks who have no time for reading, and who fail to see why other people should want books. Poor shrivelled-up souls, what a life to live! The tendency is distinctly upwards in Public Library work. Fiction in very many libraries shows a marked decline, and other classes of literature a corresponding increase.

#### VILLAGE LIBRARIES AS RECREATIVE INSTITUTIONS.

Public Libraries and reading-rooms, whether in villages or towns, are recreative institutions. They provide attractive reading-rooms where the illustrated periodicals and general newspapers and magazines are to be found. The room is the common property of all, where the citizen can go without let or hindrance. The individual ratepayer is a shareholder in the establishment, and his dividend lies in his use of the constant flow of books, newspapers, and magazines for himself and his family. We are looking eagerly forward to the time when the villager will be able to possess the same privilege which

the dweller in the towns is now beginning to universally enjoy. To the time when it shall not be possible for it to be said as it was recently in a letter received by the author from a village in the North of England, which ran to this effect:—"Citizens in large towns may well feel proud of their privileges at this winter season of the year. One of the most charming places in the country district in summer is our village. Its beauties cannot be told for multitude, but the reverse is the order of things in winter. We are almost buried alive in darkness and solitary confinement. Here we have no light of any kind, no art gallery, no Public Library, no lecture rooms, no public hall, no entertainments, nothing wherewith to spend the long evenings and relieve the monotony of the situation. Our sons and daughters are left to spend their time as best they may. Notwithstanding we are only thirteen miles from a highly exalted city, and whilst the great Stephenson civiliser cuts us in twain, still we are yet without the other developing forces. Hundreds of excursionists hover around us in summer, but turn aside in the bleak days of winter, and then we begin to feel as though we had no link in the social chain, and no share in the great human heart of civilisation. Our sires have endured this state of things for nearly half a century, whilst the world has been moving on; but surely we, their sons, cannot be expected in these days of advanced thought and life to live on under the same state of things. Surely our lord of the manor will come to the rescue, and make some provision for the requirements of the district which he owns for miles around! Even we poor villagers want to reap in some measure the intellectual and social advantages which follow in the train of this nineteenth century." The letter puts into terse language a feeling which is general.

#### POPULAR CONTROL.

A modern philanthropist found it comparatively easy to raise a hundred thousand pounds for the benefit of the helpless. It is so difficult a thing as to be almost

impossible to raise money for the benefit of the community in their less material aspects. It is easier to raise funds for the distribution of old shoes than it would be to provide a library or a number of pictures taken straight from the walls of the Royal Academy to circulate among the villages, so that the rural labourer might feast his eyes on the beauties of the canvas. But surely there are in the towns successful business men who might do something in this way for the villages which reared them and gave muscle and sinew with which to fight the battle of life. A sum of five hundred pounds would suffice to rent and adapt, say, a couple of cottages as a reading-room and library, and give it a fair start with books, and the whole scheme undertaken on the condition that the Public Libraries Acts be adopted for the maintenance of the institution. It is only by popular control that the library can be kept healthy. No possible safeguards with regard to trustees will be likely to keep it so thoroughly free from cliqueism or other stifling influences. This principle of popular control is equally available to the village as the town, and the Acts can be adopted by the very smallest village in the entire community.

Until we have rate-supported libraries scattered throughout the villages of the land, the Sunday-school libraries can be made to fill a larger place in our village life than they have ever yet done. The evolution of Public Libraries in England began with the Sunday-school libraries. It was with these that the free lending of books for home reading first commenced, so that these little collections of books have had a far wider and more national importance than has, perhaps, been recognised. But far too many of these libraries are sadly out of touch with the book needs of the villages. Placed usually in dark corners in order to be out of the way, and in book-cases without any ventilation, the books have grown musty with age and want of light and air. The books only too often belong to a period and a class of literature when the dear, pious old negro and the good story-book boy formed the thread and narrative of nearly every story. The boys and girls of to-day

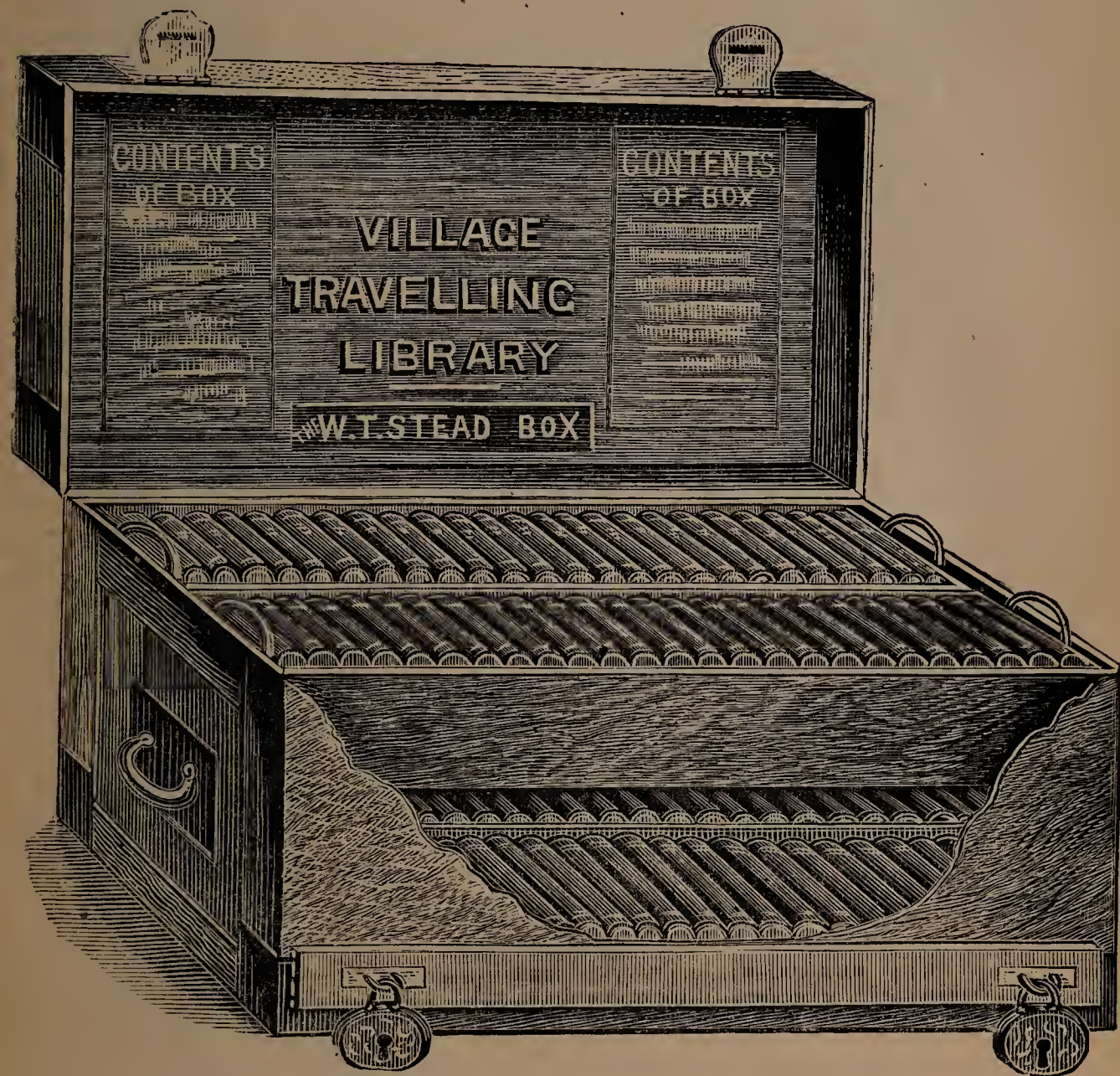
have outgrown much of this kind of teaching, and are thirsting for something of a higher and more vigorous character, but it is very doubtful whether the want is being met by many of our Sunday-school libraries. More books of light science, works of history and travel, treatises of natural history, and a selection of the best of our English fiction are greatly desired, and wherever these are furnished the libraries have had an entirely new lease of life and are performing a use in the village household of no ordinary value. If more attention could be given to these little libraries on the lines laid down in the first part of this little work, good to the individual school would be sure to accrue, and in other ways the library could not fail to be of use in the village.

The village day-schools supported out of the common funds ought not only to be under popular control, but should be open in the evenings as reading-rooms, and many of these buildings would be excellent centres for village libraries; but they can only belong to the local community in the municipal sense if the buildings are under the administration of the duly-elected representatives of the people. Until, however, they do come under popular control there is little prospect of their being used in the way suggested.

#### TRAVELLING LIBRARIES.

Travelling libraries for villages is not a new idea, and the Yorkshire Union of Mechanics' Institutes is showing an object-lesson of what may be done in this respect. Boxes with fifty or a hundred books are sent out periodically to mechanics' institutes and working-men's clubs, and the books find their way into every part of that great county; and the weaver, the ploughman, the collier, and the fisherman are all reached by that association. If the Congregational Union and the other religious bodies could see their way to found such an organisation for travelling libraries among the village schools attached to each body, a capital object would be achieved. Such a box is illustrated in the sketch below. This is designed to hold a hundred books,

and if strongly made there is no reason why both box and books should not have a life extending over a number of years. The average cost of box and books would be from £13 to £15. Each box could bear the name of the donor, and as Mr. W. T. Stead has, in the



*Review of Reviews*, advocated the cause of village libraries, it is appropriate that his name should be associated with what, it is hoped, will become quite an institution in all the leading religious denominations. A ground-floor room in the headquarters of

each body for the receiving and despatching of the boxes would be necessary. The only outlay after the first expense of providing the boxes and books would be the cost of transit and the repairs in course of time. The clerical labour of correspondence and keeping a record of the places to which they were sent would be small, and would probably be voluntary. The question is, no doubt, the small one of means, and shall such a movement go untried for the lack of the needful to give it a start?

But, in conclusion, it must be said that these latter suggestions are merely tentative. The villages can only have their book needs met on the same plan as the towns, and that by the local governing body taking up the question and making a village library as accessible as the village pump, and placed under the same control as the sanitary arrangements and other needful provision for the entire local community. One's thoughts naturally turn to the good time coming; when, perhaps, near the rural allotments there shall be built on common land, possibly restored back to the people as having belonged originally to the people, the village library and reading-room, with a lecture-hall attached for public meetings, which shall indeed be the common ground of all alike, irrespective of creed, politics, or social position. Here shall be found the stores of literature which instruct, elevate, and amuse, and which by their very presence shall shed abroad a general happiness to the village community, which is just as capable of appreciating the heaven-given joy to be derived from books as are the dwellers in the large centres of population.

## LIST OF SUITABLE BOOKS.

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THE entries are arranged in alphabetical order of authors' names, and show authors, titles, prices, and publishers. The (\*) asterisks denote works specially suitable for Sunday School Libraries. It should be remembered that most of the books in this list over 5s. in price, can generally be purchased in good condition second-hand at prices ranging from a half to two-thirds less than those given. Some of the books can be obtained in paper covers or boards at less prices than those given, but these would scarcely be suitable for small libraries. In the compilation of the list and account of cataloguing, etc., I am indebted to Mr. James D. Brown, Librarian of the Clerkenwell Public Library, whose interest in the expansion of libraries is of a very active nature, and also to the Rev. T. W. Holmes, Congregational Minister, Sheffield.

|                                                           |     |           |
|-----------------------------------------------------------|-----|-----------|
| *Abbott-Seeley. English Lessons for English people ... .. | 4/6 | Seeley    |
| Abercromby, R., Weather: Nature of weather changes ... .. | 5/  | Paul      |
| *Adams, H. C., College days at Oxford ...                 | 3/6 | Routledge |
| *—Cherry Stones ... ..                                    | 2/  | Routledge |
| *—Mystery of Beechy Grange ... ..                         | 5/  | Griffith  |
| *—Tales of Nethercourt ... ..                             | 3/6 | —         |
| *—Tales of Charlton School ... ..                         | 3/6 | Routledge |
| —Boy Cavaliers ... ..                                     | 1/  | —         |
| —For James, or George? ... ..                             | 3/6 | Hodder    |
| —Hair-breadth Escapes ... ..                              | 5/  | Griffiths |
| —Indian Boy ... ..                                        | 1/  | Routledge |
| —Original Robinson Crusoe ... ..                          | 1/  | —         |
| —Schoolboy Honour ... ..                                  | 3/6 | —         |
| —Sunday Evenings at Home (Series 1 & 2)                   | 2/6 | —         |
| —Tales of Walter's School Days ... ..                     | 2/6 | —         |

60 SUNDAY-SCHOOL & VILLAGE LIBRARIES.

|                                                                              |     |              |
|------------------------------------------------------------------------------|-----|--------------|
| Adams, H. C., Who did it? ... ..                                             | 5/  | Griffiths    |
| —Who was Philip? ... ..                                                      | 5/  | —            |
| —Wroxby College ... ..                                                       | 2/6 | Routledge    |
| Adams, H. G., Works on Natural History :                                     |     |              |
| —Beautiful Butterflies ... ..                                                | 3/6 | Newman       |
| —Beautiful Shells ... ..                                                     | 3/6 | —            |
| —Humming Birds ... ..                                                        | 3/6 | —            |
| —Nests and Eggs of Familiar Birds ...                                        | 5/  | —            |
| *Adams, W. H. D., Famous Regiments of<br>the British Army ... ..             | 3/6 | J. Blackwood |
| *—Famous Ships of the British Navy ...                                       | 2/  | Routledge    |
| —Forest, Jungle, and Prairie ... ..                                          | 2/6 | Valson       |
| —Land of the Incas, and the City of the<br>Sun ... ..                        | 3/  | Book Society |
| —Mariners of England ... ..                                                  | 1/6 | Gall         |
| —Red Rose, and the White ... ..                                              | 2/  | Routledge    |
| —Shore and Sea ... ..                                                        | 3/6 | Hodder       |
| *Adamson, D., Art of Fret Sawing ... ..                                      | 1/  | Ward Lock    |
| *Addison, Jos., The Spectator ... ..                                         | 2/6 | Routledge    |
| *Æsop. Fables ... ..                                                         | 2/6 | Warner       |
| *Aguilar, G., Days of Bruce ... ..                                           | 5/  | Routledge    |
| *—Home Influence ... ..                                                      | 2/  | —            |
| *—Mother's Recompense (Sequel to above)                                      | 2/  | —            |
| *—Vale of Cedars ... ..                                                      | 2/  | —            |
| *—Woman's Friendship ... ..                                                  | 2/  | —            |
| Aikin, Dr., Evenings at Home ... ..                                          | 1/  |              |
| Ainsworth, W. H., Flich of Bacon ... ..                                      | 2/  | Routledge    |
| *—Guy Fawkes ... ..                                                          | 2/  | —            |
| —Miser's Daughter ... ..                                                     | 2/  | —            |
| *—Old St. Paul's ... ..                                                      | 2/  | —            |
| *—Tower of London ... ..                                                     | 2/  | —            |
| *—Windsor Castle ... ..                                                      | 2/  | —            |
| *Airy, Sir G. B., Popular Astronomy ...                                      | 4/6 | Macmillan    |
| *Alcott, L., Little Men... ..                                                | 2/  | Low          |
| *—Jo's Boys (sequel to above) ... ..                                         | 5/  | —            |
| *—Little Women: Little women wedded                                          | 3/6 | Routledge    |
| *—Old-fashioned Girl ... ..                                                  | 2/  | Low          |
| *—Jack and Jill ... ..                                                       | 2/  | —            |
| *—Eight Cousins ... ..                                                       | 2/  | —            |
| *—Rose in Bloom ... ..                                                       | 2/  | —            |
| *—Spinning-wheel Stories ... ..                                              | 5/  | —            |
| *—Work, and Beginning Again ... ..                                           | 3/6 | —            |
| Alford, H., The Queen's English ... ..                                       | 1/  | Bell         |
| Alexander, W., Johnny Gibb of Gushetneuk                                     | 2/  | Douglas      |
| *All England Series (Cricket, Football,<br>Cycling, Boating, Golf, &c.) each | 1/  | Bell         |
| *Allen, Jos., Battles of the British Navy 2 vols                             | 10/ | Bell         |
| Allen, Grant, Charles Darwin (English<br>Worthies) ... ..                    | 2/6 | Longmans     |
| *—The Colours of Flowers (Nature Series)                                     | 3/6 | Macmillan    |



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| *Allingham, W., Ballad Book... ..                                              | 4/6  | Macmillan    |
| *Amateur's Workshop ... ..                                                     | 2/6  | Sonnenschein |
| Amos, S., English Constitution ... ..                                          | 6/   | Longmans     |
| Ancient Classics for English Readers. 24<br>vols. Secondhand, 10d. each ... .. | 2/6  | Blackwood    |
| *Andersen, H. C., Danish Fairy Legends<br>and Tales... ..                      |      | Routledge or |
|                                                                                | 3/6  | Bell         |
| *—Tales for Children ... ..                                                    | 3/6  | Bell         |
| *Anderson, Geo., Art of Skating ... ..                                         | 2/6  | Cox          |
| *Angus, J., Bible Handbook ... ..                                              | 5/   | R. T. S.     |
| *Anstey, F., Vice Versa ... ..                                                 | 2/6  | Smith, Elder |
| Argyll, Duke of, Reign of Law ... ..                                           | 3/6  | Strahan      |
| *Armstrong, H. E., Organic Chemistry ... ..                                    | 3/6  | Longmans     |
| Arnold, Arthur, Free Land... ..                                                | 6/   | Paul         |
| Arnold, Matthew, Culture and Anarchy... ..                                     | 2/6  | Smith, Elder |
| —Essays in Criticism. 2 vols. ... ..                                           | 16/6 | Macmillan    |
| —Literature and Dogma ... ..                                                   | 2/6  | Smith, E.    |
| —God and the Bible ... ..                                                      | 2/6  | —            |
| —Selected Poems ... ..                                                         | 4/6  | Macmillan    |
| Arnold, Sir Edwin, Light of Asia, Light<br>of the World, ... ..                | 3/6  | Longman      |
| *Arthur, T. S., Anna Lee ... ..                                                | 2/   | Nelson       |
| *—Rising in the World ... ..                                                   | 2/6  | J. Blackwood |
| *—Ten Nights in a Bar-room ... ..                                              | 2/6  | —            |
| *Artistic Amusements (Stencilling, Screen-<br>work, &c.)... ..                 | 2/6  | Gill         |
| *Austen, J., Emma ... ..                                                       | 1/6  | Routledge    |
| *—Mansfield Park ... ..                                                        | 1/6  | —            |
| *—Northanger Abbey, and Persuasion ... ..                                      | 1/6  | —            |
| *—Pride and Prejudice ... ..                                                   | 1/6  | —            |
| *—Sense and Sensibility ... ..                                                 | 1/6  | —            |
| *Aytoun, W. E., Lays of the Scottish<br>Cavaliers ... ..                       | 1/   | Blackwood    |
| Bacon, F., Essays, edited by Wright ... ..                                     | 4/6  | Macmillan    |
| *Bain, Alex., English Composition and<br>Rhetoric ... ..                       | 6/   | Longman      |
| *Baker, Sir S., Cast up by the Sea ... ..                                      | 6/   | Macmillan    |
| *—The Albert N'yanza. (Nile.) ... ..                                           | 6/   | —            |
| *—True Tales for My Grandchildren ... ..                                       | 3/6  | Macmillan    |
| *Ball, Sir R. S., Elements of Astronomy ... ..                                 | 6/   | Longman      |
| *—Star Land ... ..                                                             | 6/   | Cassell      |
| *Ballantyne, R. M., Miscellany of Tales.<br>18 vols. ... ..                    | 18/  | Nisbet       |
| *—Battery and Boiler ... ..                                                    | 5/   | —            |
| *—Black Ivory ... ..                                                           | 5/   | —            |
| *—Blue Lights ... ..                                                           | 5/   | —            |
| *—Buffalo Runners ... ..                                                       | 5/   | —            |
| *—Coral Island ... ..                                                          | 3/6  | Nelson       |
| *—Crew of the Water Wagtail ... ..                                             | 2/6  | Nisbet       |
| *—Deep Down ... ..                                                             | 5/   | —            |

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|                                         |     |     |     |            |
|-----------------------------------------|-----|-----|-----|------------|
| *Ballantyne, R. M., Dog Crusoe          | ... | ... | 3/6 | Nelson     |
| *—Dusty Diamonds                        | ... | ... | 5/  | Nisbet     |
| *—Erling the Bold                       | ... | ... | 5/  | —          |
| *—Fighting the Flames                   | ... | ... | 5/  | —          |
| *—Floating Light                        | ... | ... | 5/  | —          |
| *—Freaks on the Fells                   | ... | ... | 5/  | —          |
| *—Garret and the Garden                 | ... | ... | 2/6 | —          |
| *—Gascoyne                              | ... | ... | 5/  | —          |
| *—Giant of the North                    | ... | ... | 5/  | —          |
| *—Golden Dream                          | ... | ... | 5/  | —          |
| *—Gorilla Hunters                       | ... | ... | 3/6 | Nelson     |
| *—Island Queen                          | ... | ... | 2/6 | Nisbet     |
| *—In the Track of the Troops            | ... | ... | 5/  | —          |
| *—Iron Horse                            | ... | ... | 5/  | —          |
| *—Jarwin and Cuffy                      | ... | ... | 1/6 | Warne      |
| *—Lifeboat                              | ... | ... | 5/  | Nisbet     |
| *—Lighthouse                            | ... | ... | 5/  | —          |
| *—Lonely Island                         | ... | ... | 5/  | —          |
| *—Martin Rattler                        | ... | ... | 3/6 | Nelson     |
| *—Norsemen in the West                  | ... | ... | 5/  | Nisbet     |
| *—Philosopher Jack                      | ... | ... | 2/6 | —          |
| *—Pirate City                           | ... | ... | 5/  | —          |
| *—Post Haste                            | ... | ... | 5/  | —          |
| *—Prairie Chief                         | ... | ... | 2/6 | —          |
| *—Red Eric                              | ... | ... | 5/  | —          |
| *—Red Rooney                            | ... | ... | 5/  | —          |
| *—Rivers of Ice                         | ... | ... | 5/  | —          |
| *—Rover of the Andes                    | ... | ... | 5/  | —          |
| *—Settler and the Savage                | ... | ... | 5/  | —          |
| *—Shifting Winds                        | ... | ... | 5/  | —          |
| *—Silver Lake                           | ... | ... | 1/6 | Warne      |
| *—Twice Bought                          | ... | ... | 2/6 | Nisbet     |
| *—Under the Waves                       | ... | ... | 5/  | —          |
| *—Ungava                                | ... | ... | 3/6 | Nelson     |
| *—Wild Man of the West                  | ... | ... | 5/  | Nisbet     |
| *—World of Ice                          | ... | ... | 3/6 | Nelson     |
| *—Young Fur-Traders                     | ... | ... | 3/6 | —          |
| *—Young Trawler                         | ... | ... | 5/  | Nisbet     |
| Bagehot, Walter, British Constitution   | ... | ... | 6/  | Kegan Paul |
| *Banister, H. C., Textbook of Music     | ... | ... | 5/  | Bell       |
| *Banks, Mrs. G. L., Caleb Booth's Clerk | ... | ... | 2/6 | A. Heywood |
| *—God's Providence House                | ... | ... | 6/  | Paul       |
| *—Manchester Man                        | ... | ... | 2/6 | A. Heywood |
| *—Miss Pringle's Pearls                 | ... | ... | 3/6 | Hutchinson |
| *—Through the Night                     | ... | ... | 2/6 | A. Heywood |
| *—Watchmaker's Daughter, &c.            | ... | ... | 2/6 | —          |
| *—Woovers and Winners                   | ... | ... | 2/6 | —          |
| *Barham, R. H., Ingoldsby Legends       | ... | ... | 2/6 | Bentley    |
| *Barr, A. E., Border Shepherdess        | ... | ... | 3/6 | Clarke     |
| *—Bow of Orange Ribbon                  | ... | ... | 1/6 | Warne      |

|                                                  |     |     |     |              |
|--------------------------------------------------|-----|-----|-----|--------------|
| *Barr, A. E., Daughter of Fife                   | ... | ... | 1/6 | Warne        |
| *—In Spite of Himself                            | ... | ... | 3/6 | Clarke       |
| *—Jan Vedder's Wife                              | ... | ... | 1/6 | Warne        |
| *—Squire of Sandal-side                          | ... | ... | 3/6 | Clarke       |
| *Barrett, F., Admirable Lady Bidy Fane...        |     |     | 2/  | Cassell      |
| *Barrie, J. M., Auld Licht Idylls                | ... | ... | 6/  | Hodder       |
| *—Window in Thrums                               | ... | ... | 6/  | —            |
| *—Little Minister                                | ... | ... | 6/  | Cassell      |
| *Bax, E. B., Short History of Philosophy         | ... | ... | 5/  | Bell         |
| *Bayly, E., Jonathan Merle                       | ... | ... | 6/  | Jarrold      |
| *Beard, D. C., Boy's Handy-book [Occupations]    | ... | ... | 6/  | Second-hand. |
| *Bechstein, J. M., Cage and Chamber Birds        |     |     | 5/  | Bell         |
| *Bede, Cuthbert, Adventures of Mr. Verdant Green | ... | ... | 3/6 | Blackwood    |
| *Beeton, Mrs. S. O., Book of Needlework          | ... | ... | 7/6 | Ward, Lock   |
| *Bell, D. and A., Standard Elocutionist          | ... | ... | 3/6 | Hodder       |
| Bellamy, E., Looking Backward                    | ... | ... | 1/  | W. Reeves    |
| *Bemrose, W., Manual of Wood Carving             | ... | ... | 5/  | Bemrose      |
| Besant, W., All Sorts and Conditions of Men      | ... | ... | 2/6 | Chatto       |
| —Children of Gibeon                              | ... | ... | 2/6 | —            |
| —For Faith and Freedom...                        | ... | ... | 2/6 | —            |
| —Herr Paulus                                     | ... | ... | 2/6 | —            |
| Besant and Rice, Chaplain of the Fleet           | ... | ... | 2/6 | —            |
| —Golden Butterfly                                | ... | ... | 2/6 | —            |
| —Ready-Money Mortiboy...                         | ... | ... | 2/6 | —            |
| —This Son of Vulcan                              | ... | ... | 2/6 | —            |
| *Bickerdyke, J., The All-Round Angler            | ... | ... | 5/  | Gill         |
| Binet, C., Animal Magnetism                      | ... | ... | 5/  | Paul         |
| *Bird, J., Unbeaten Tracks in Japan              | ... | ... | 7/6 | Murray       |
| —A Lady's Life in the Rocky Mountains            | ... | ... | 7/6 | —            |
| *Bird, R. M., Nick of the Woods                  | ... | ... | 2/  | Routledge    |
| *Birrell, A., Obiter Dicta, 2 vols.              | ... | ... | 7/  | Stock        |
| *Björnson, B., Arne                              | ... | ... | 2/6 | Bickers      |
| *—Fisher Maiden                                  | ... | ... | 2/6 | —            |
| *—Synnöve Solbækken                              | ... | ... | 2/6 | —            |
| *—In God's Way                                   | ... | ... | 3/6 | Heineman     |
| *—Magnhild                                       | ... | ... | 2/6 | Bickers      |
| *Black, Wm., Daughter of Heth                    | ... | ... | 2/6 | Low          |
| —Kilmeny                                         | ... | ... | 2/6 | —            |
| —Macleod of Dare                                 | ... | ... | 2/6 | —            |
| *—Sunrise                                        | ... | ... | 2/6 | —            |
| —Princess of Thule                               | ... | ... | 2/6 | —            |
| —Shandon Bells                                   | ... | ... | 2/6 | —            |
| —Strange Adventures of a Phaeton                 | ... | ... | 2/6 | —            |
| Blackie, J. S., Natural History of Atheism       |     |     | 6/  | Isbister     |
| *—Self-Culture                                   | ... | ... | 2/6 | Douglas      |
| Blackie's Modern Cyclopædia, 8 vols              | ... | ... | 48/ | Blackie      |
| Blackmore, R. D., Alice Lorraine                 | ... | ... | 2/6 | Low          |

|                                                                   |        |      |               |
|-------------------------------------------------------------------|--------|------|---------------|
| Blackmore, R. D., Cradock Nowell...                               | ...    | 2/6  | Low           |
| —Cripps the Carrier                                               | ... .. | 2/6  | —             |
| *—Lorna Doone                                                     | ... .. | 2/6  | —             |
| —Maid of Sker                                                     | ... .. | 6/   | —             |
| *—Mary Anerley                                                    | ... .. | 2/6  | —             |
| —Springhaven                                                      | ... .. | 6/   | —             |
| Blackstone, Sir W., Laws of England, ed.<br>by Kerr               | ... .. | 7/6  | Clowes        |
| *Blaikie (W. G.), Personal Life of David<br>Livingstone           | ... .. | 6/   | Murray        |
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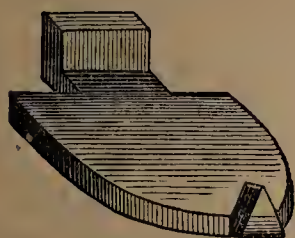
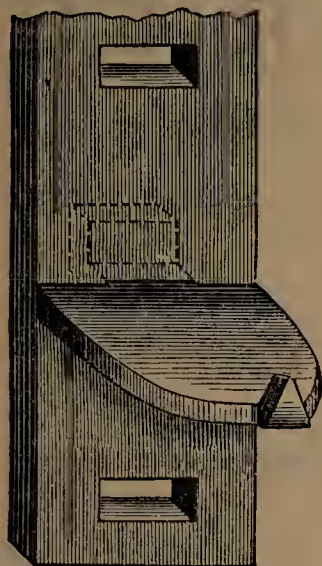
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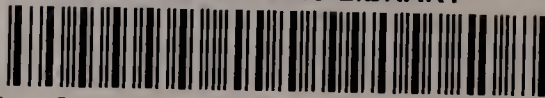
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